DOCUMENT RESUME

ED 179 688 CE 019 975

AUTHOR	Musselman, Richard C.
TITLE	Adapting and Implementing an Experience-Based Career Education Model at Newark High School.
PUB DATE	30 Apr 78
NOTE	354p.: Dissertation, Nova University; Some parts of this document will not reproduce well due to small and broken print
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Career Awareness: *Career Education: Career Exploration: *Demonstration Programs; Educational Alternatives: Grade 11: Grade 12: Learning Activities: Models: *Program Development: Program Planning: *Relevance (Education); *School Community Cooperation: School Community Relationship: Secondary Education: Student Needs: Work Experience
IDENTIFIERS	Delaware (Newark): *Experience Based Career Education: Newark High School

ABSTRACT

Inability to relate classroom experiences to the real world in the community was greatly impeding the learning process for some students. Other students were eager to gain career experiences in the community, yet were unable to do so because of an inflexible school schedule. In an effort to offer these students more relevant learning experiences, an Experience-Based Career Education program was implemented, which gave eleventh- and twelfth-grade students an alternative to the regular program. The program interrelated learning activities in the school with real world career experiences in the community. Learning experiences were tailored to individual needs, abilities, and learning styles and focused on relationships with a variety of working adults in the community. After piloting the program for one semester, students had participated in a wealth of community career experiences, yet maintained their overall standing in basic skill areas compared to the national norming sample for the California Test of Basic Skills. Significantly, participating students expressed great satisfaction in program experiences. When asked to rate the value of overall program provisions, students responded with an average rating of 4.42 on a scale of 1 to 5, where 5 was the highest rating. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179688

ADAPTING AND IMPLEMENTING AN EXPERIENCE-BASED
CAREER EDUCATION MODEL AT
NEWARK HIGH SCHOOL

Richard C. Musselman

Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
for Educational Leaders
NOVA UNIVERSITY

Individual Practicum
Dover Cluster

April 30, 1978

CE 019 975

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Richard C. Musselman

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ADAPTING AND IMPLEMENTING AN EXPERIENCE-BASED CAREER EDUCATION MODEL AT NEWARK HIGH SCHOOL

Richard C. Musselman

DESCRIPTORS

Career Awareness; Career Development; Career Education; Career Opportunities; Career Exploration; Education Programs; Learning Processes; Occupational Information; Vocational Development; Work Experience.

IDENTIFIER

Experience-Based Career Education -- EBCE

ABSTRACT

Inability to relate classroom experiences to the real world in the community was greatly impeding the learning process for some students. Other students were eager to gain career experiences in the community, yet were unable to do so because of an inflexible school schedule. In an effort to offer these students more relevant learning experiences, an Experience-Based Career Education program was implemented, which gave eleventh- and twelfth-grade students an alternative to the regular program. The program interrelated learning activities in the school with real world career experiences in the community. Learning experiences were tailored to individual needs, abilities, and learning styles and focused on relationships with a variety of working adults in the community.

After piloting the program for one semester, students had participated in a wealth of community career experiences, yet maintained their overall standing in basic skill areas compared to the national norming sample for the California Test of Basic Skills. Significantly, participating students expressed great satisfaction in program experiences. When asked to rate the value of overall program provisions, students responded with an average rating of 4.42 on a scale of 1 to 5, where 5 was the highest rating.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

INTRODUCTION vii

CHAPTER I IDENTIFICATION OF NEED 1

- Newark High School Student Need for Community Career Experiences 1
- Career Education Leaders Identify Similar Needs. . 3
- Perception of Need by Federal, State, and Local Officials 5

CHAPTER II STRATEGY FOR MEETING NEED 7

- Career Education Services Already Provided 7
- Assistance from District Coordinator of Career Education 9

CHAPTER III IDENTIFICATION OF PROJECT OBJECTIVES 11

CHAPTER IV PROCEDURES USED TO ACHIEVE OBJECTIVES 15

- An EBCE Program for the Newark School District . . 15
  - History of EBCE 15
  - Northwest Regional Educational Laboratory Version of EBCE 16
  - Project and Program Management 17
- Implementing an EBCE Program at Newark High School 18
- Early Planning for Program Implementation 18
- Roles and Responsibilities of Program Staff . . . 20
- Selection of Program Teachers 22
- Project Teachers Learn About EBCE 24

TABLE OF CONTENTS (Continued)

Page

CHAPTER IV (Continued)
Adapting the REAL Program to Newark High School 27
Working for Staff Acceptance and Support 32
Recruitment of Students 34
Involving the Community in Project REAL 39
Resolving Operational Problems 40

CHAPTER V STUDENT EXPERIENCES IN THE REAL WORLD 46

CHAPTER VI PROJECT EVALUATION 62
Internal Evaluation of the REAL Program 67
External Evaluation of Project REAL by Educational Testing Service 70
Performance Review of Project REAL by the U.S. Office of Education 74

CHAPTER VII INSTITUTIONALIZATION OF THE REAL PROGRAM 77
Resources for Establishing Program 78

CHAPTER VIII DISSEMINATION OF INFORMATION 80

CHAPTER IX CONCLUSIONS AND RECOMMENDATIONS 83

PRACTICUM OBSERVERS 90

GLOSSARY 91

BIBLIOGRAPHY 94

APPENDICES 95

A. Educational Research Laboratories Involved with EBCE Development 97
Demographic Characteristics of the Four Projects 97

B. Summary of Common Elements of EBCE -- $(CE)_2$ Version 99
Schematic--EBCE Curriculum Path 113

TABLE OF CONTENTS (Continued)

Page

APPENDICES (Continued)

C. Letter -- Mrs. Virginia Thompson, Northwest Regional Educational Laboratory 115

D. Memorandum -- Regarding Implementing $(CE)_2$ Programs 117

Implementation Meeting Agenda 118

Memorandum -- Dr. Primo Toccafondi, Project Coordinator 119

Planning Committee Summary of October 13, 1976, Meeting by Dr. Primo Toccafondi 120

E. REAL Program Staffing 126

F. Staff Roles in $(CE)_2$ Project 131

G. Roles and Responsibilities--Learning Manager 134

Roles and Responsibilities--Community Coordinator . . 135

H. Memorandum to Teachers Regarding District Teaching Position Vacancies 137

I. Staff Development Activities 139

J. EBCE Staff Training Schedule 142

K. Guidelines for Grading and Awarding Credits 144

L. Standard Memorandum to Teachers Regarding Absence from Homeroom 149

M. Provisions for Participation in REAL 151

Indemnity Agreement 153

N. Transparencies Describing REAL Program 155

R E A L Information for Teachers -- Flyer 165

O. Student Application for REAL Program 168

Relevant Experiences for Alternative Learning: REAL! -- Flyer 169

TABLE OF CONTENTS (Continued)

Page

APPENDICES (Continued)

P. Parent Orientation to REAL -- Agenda 172

Parent Information Packet 173

Q. REAL Guidelines for Student Selection 183

R. Radio Script -- EBCE 185

S. Dissemination of REAL Program Information to Community -- Time and Distribution Chart 189

Samples of Articles Distributed 190

T. Guidelines for REAL Students in the National Honor Society 198

U. REAL Program -- Student Entrance and Exit Provisions 200

V. Competency Guides 202

- Time and Money Budget 203
- Use of Public Agencies 205
- Credit and Banking 207
- Insurance 209
- Personal Legal Rights and Responsibilities 211
- Automobile Operation and Maintenance 213
- Federal Income Tax 214

W. Career Exploration Guide 217

X. Learning Site Analysis Form 234

Y. Administrative Support for REAL -- Assessment Instrument 239

Z. How Successful is REAL? -- Assessment Instrument. . . 241

AA. Memoranda Regarding Control Group Testing 243

Letter to Participants in Control Group 246

TABLE OF CONTENTS (Continued)

Page

APPENDICES (Continued)

BB. Year 1 - Third-Party Annual Evaluation Report Educational Testing Service 248

CC. U.S. Office of Education--Evaluation Team 287

Evaluation Team Agenda 288

Office of Education--Evaluation Questions 290

U.S. Office of Education Performance Report; Performance Review Participants 292

DD. District REAL Program Budget--First Year 303

EE. Implementing a High School Program in EBCE--Guidelines for the Building Principal -- Booklet. . . 306

Overhead Transparencies for Presenting Guidelines . . 321

FF. Observer Assessments 332

LIST OF TABLES

Table Page

1 Student Exploratory and Learning-Level Community Experiences 59

2 Nature and Extent of Students' Community Experiences 61

3 Administrative Support for REAL 63

4 REAL Teachers' Perception of Program Acceptance and Support by Newark High School Teachers and Students 65

5 REAL Students' Perception of Program Acceptance and Support by Newark High School Teachers and Students 65

6 Value of REAL Program Provisions and Experiences as Perceived by Students 68

7 Value of REAL Program Provisions and Experiences as Perceived by Teachers 69

INTRODUCTION

Initiation of this practicum resulted from three seemingly unrelated educational concerns. One concern was related to an awareness that numerous students were greatly disenchanted with the conventional five or six class period day approach to education. Although many of these students were academically able, they were not motivated by either the process or content of their educational experiences. Another concern involved the fact that many students were grossly unaware of career possibilities and opportunities, because they are denied access to community career experiences until after they graduate from high school or college. A third problem became evident when an attempt was made to assist students to become involved in career-related community experiences. As long as the community experiences were limited to time periods of one day or less, student participation was excellent. In contrast, with few exceptions, opportunities for extended community experiences were declined by students. Although many would have welcomed the chance for longer periods of community involvement, their five to six period daily class schedule denied them the flexibility to do so.

Turned-off students, minimal career awareness, and an inflexible school schedule are not necessarily relatable. However, frustration with an inflexible school schedule triggered a search for a way to help students take greater advantage of available community resources. The result of this search was a decision to implement an Experience-Based Career Education program at Newark High. The program was designed as an alternative to the regular program and could be adapted to the individual learning styles and interests of students. Since program activities focused on career experiences in the community, participating students could be expected to increase their knowledge of careers and the world of work. Finally, because the program offered an alternative to regular classes, it was sufficiently flexible to allow students to schedule long- and short-term community experiences without jeopardizing their progress in project-related studies in desired subject areas. Experience-Based Career Education had the potential for alleviating all three of the seemingly unrelated concerns.

Planning and organizing for program implementation occurred during the first semester of the 1976-77 school year. A total of 21 students entered the program in January of 1977 for the second semester pilot phase of a three-year implementation process. This practicum report relates the experiences and activities during the 1976-77 school year.

The writer wishes to thank Dr. Primo Toccafondi, Career Education Coordinator for the Newark School District, for the strong support provided throughout the first year of project implementation. As the coordinator of a larger district project, through which the Newark High School program was financed, Dr. Toccafondi's leadership greatly contributed to the successful start of an Experience-Based Career Education program.

CHAPTER I

IDENTIFICATION OF NEED

Newark High School, located within the city of Newark, Delaware, is one of three comprehensive high schools in a district of about 17,000 students. Present enrollment is 1,650 students, grades 9 through 12. Approximately 50 percent of the students continue academic or vocational training after graduation, and this is generally indicative of the overall heterogeneity of the student population. The Newark community and the surrounding suburbs have numerous business, industrial, health, and community service facilities within a few minute's drive of the school. The potential for students to extend their learning experiences into the community is therefore great.

Newark High School Student Need for Community Career Experiences

During the 1975-76 school year the writer of this report implemented a program to make more extensive use of community resources in the educational process. This program, called the Alternative Action Learning Program, enabled students to earn credit in school and community-related experiences through career exploration, providing service to others, and individualized learning experiences. A basic premise for this program was that students should not be limited to traditional classrooms for productive educational experiences. Although the overall success of this program has insured its continuance, it was quite apparent that certain limitations still denied students full access to community learning experiences. The most serious problem was related to the inflexibility of regular class schedules, which prevented students from becoming involved in long-term career experiences. Only a few students were able to arrange for extended community experiences without jeopardizing their progress toward graduation. One experience was particularly revealing relative to the need for greater time flexibility. Arrangements were made for approximately 80 students to spend one day exploring career possibilities at various community sites. Evaluative feedback from these students was so positive that a decision was made to expand this kind of experience in a similar, but more extensive, program during the summer of 1976. A total of 54 students participated in the summer program which involved four-hour daily sessions for a period of seven weeks. The longer periods of time permitted students to explore a greater number of career sites and spend longer periods of time at each site. As in the case of the short-term experiences during the school year, evaluative responses from students and cooperating adults were extremely positive as the many rewards of extended community career experiences became evident.

There were numerous other indications that Newark High School students needed additional help in making important career decisions. Teachers expressed concern and even alarm about the number of students who considered high school programs irrelevant to their needs. Equally disconcerting was the number of senior students who had little, if any, career direction upon graduation from high school. Guidance counselors also identified these attitudinal and directional problems when counseling students. Although some students were naively apathetic about their future, many were genuinely concerned and perplexed about their inability to relate their school work to preparation for the adult world of work. Surveys of postgraduate students had consistently revealed that many students experienced difficulty adjusting to earning a living. Frequent changing of jobs and job losses were commonly reported. Many students had expressed a need for more help in making the transition from high school to the world of work. Adjustment problems were not limited to students who entered the working world after graduation. Many of the college-bound students experienced adjustment problems as revealed by dropout rates and frequent changes in major fields of study. Postgraduate surveys clearly indicated that many students were ill informed of the true nature of their chosen careers. Adjustments of this type frequently resulted in anguish for both students and their parents and almost always involved the loss of time and money. Unfortunately for most students, with the exception of brief job experiences unrelated to their high school education, opportunities for career exploration were unavailable until after their high school education had ended.

Career Education Leaders Identify Similar Needs

Leaders in the career education movement have attempted to clearly identify the career-related needs of young people and have emphasized the importance of meeting these needs through meaningful school programs. In his book, Career Education: Contributions to an Evolving Concept, Kenneth Hoyt[1] focuses upon two basic needs:

---

[1] Hoyt, Kenneth B., Career Education: Contributions to an Evolving Concept (Salt Lake City: Olympus Publishing Company, 1975) 425 pp.

(1) "the need to clarify and emphasize relationships between education and work for all persons," and (2) "to make work a meaningful part of the total lifestyle of all persons."

In the pamphlet entitled "Career Education: What It Is and Why We Need It," published by the U.S. Chamber of Commerce, leaders of industry, education, labor, and the professions identify problems that need to be addressed in a more specific manner. These include:

> --For too many youth, career education begins after leaving school instead of during the early learning years when there is ample time to develop areas of work interest and competence.
>
> --Youth unemployment is consistently four times greater than adult unemployment, and turnover is high. Most college graduates stay with their first employer less than three years, and high school graduates often have several jobs their first year.
>
> --Many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities. The individual normally changes occupational emphasis no less than three to five times during his work life. For education, the lesson is clear: it must increase the individual's "cope-ability"--the speed and economy with which he or she can adjust to these changes.
>
> --There has steadily developed an increased emphasis on "school for schooling's sake." The third grade teacher seems intent on readying students for the fourth grade, the eighth grade teacher on readying students for the ninth grade, and the high school teacher on readying students for college. Instead of preparation for something, education has become, for many students, simply preparation for more education.
>
> --In some schools, much of what happens in the classroom has too little to do with what is happening outside the classroom. They seem to attempt to prepare our young people to take their place in the community by isolating them from the community.
>
> --Seventy-six percent of secondary school students are enrolled in a course of study that has, as its major emphasis, preparation for college--even though only two out of ten jobs between now and 1980 will require a college degree. Thus, almost eight out of ten students

are receiving an education that will primarily benefit only two out of ten students.

--The dropout-failure rate among college students remains among the most stable of all statistics in American education. Forty percent of all who enter college this fall will not make it to their junior year, and 50 percent will never obtain a baccalaureate degree. These adjustments are extremely costly to students and their parents in terms of money, psychological damage, and inability to plan a meaningful future.[2]

In summary, the problem has been defined as the apparent failure of education, and to some extent the community, to emphasize the relationships between education and work. There is a definite need, therefore, to identify cost effective strategies and alternatives that are properly addressed to this problem.

Perception of Need by Federal, State, and Local Officials

Since the early 1970s, federal agencies such as the National Institute of Education have stimulated the development of career education programs through increased federal support of such programs in public schools. In excess of twelve million dollars has been used to support the development of Experience-Based Career Education (EBCE) programs by independent educational research laboratories. Federal administrators for Part D of the Vocational Educational Amendment of 1968 recognized the difficulty in achieving a secondary level impact in career education and were actively attacking this problem. The establishment of career education programs which infuse career education goals and activities into the total school program received top priority funding in 1976. Support of this kind provides ample evidence of need for EBCE in secondary schools as perceived by federal education agencies.

---

[2] U.S., Chamber of Commerce, Career Education: What It Is and Why We Need It (Washington: Chamber of Commerce of the United States of America, 1975) p. 5.

Just as federal agencies had promoted career education programs for school children of all ages, so too had education leaders in Delaware. During the past five years, the Newark School District had taken full advantage of this support. Federal, state, and local dollars were effectively used to establish a district career education program that was recognized as exemplary in the state. As recently as March, 1975, the Newark Board of Education designated career education a matter of top priority for the district and thereby reaffirmed its continued support for expanded career education opportunities for district students. The existing program was developed with the assistance of a Community Advisory Council and was functioning well, within the existing limits. Major program provisions included: (1) a curriculum component involved in the development and field testing of career instructional units, (2) a community resource component which identifies and catalogs available community resources, (3) a computerized guidance information system now in use in the three district high schools, and (4) a full-time career guidance counselor at each of the three high schools.

CHAPTER II

STRATEGY FOR MEETING NEED

Although most people relate learning to schools and classroom activities, learning is also an ongoing process that occurs through experiences beyond classrooms. Unfortunately, numerous conditions, including inadequate school programs, tend to separate students from ongoing community activities and thereby limit their opportunities for valuable learning experiences. This schism is particularly critical for high school students who are justifiably concerned about the need to make difficult decisions about their future roles in society. This problem is compounded by the fact that increased technology has changed the business and industrial world, making the transition from youth to adulthood far more difficult now than in the past. For some students the inability to relate classroom activities with the reality of the working world is the basis for poor performance or even failure in conventional classroom activities. Recognition of these transition problems has prompted many educators to expand the educational environment for young people through a variety of alternative schools and programs.

Career Education Services Already Provided

Much had already been accomplished at Newark High in response to students' career needs. In addition to district career education provisions and the Alternative Action Learning Program, numerous other career-related curricular options were open to Newark High School students. A new vocational-technical high school, which opened in September, 1976, provided students with a greater opportunity to develop career-related skills as a part of their high school program. A total of 150 Newark High School students were enrolled in half-day programs the first year. Several established in-building programs provided additional opportunities for student participation in experience-based learning. Each year in excess of 120 students participated in work-experience programs in Office Occupations, Distributive Education, and Diversified Occupations. In addition, about 70 students arranged for early releases from school in order to work or pursue other learning experiences in the community. Unlike the students in work-experience programs, these students were not supervised or coordinated by teachers.

Although these programs were providing needed options for experience-based learning, definite program limitations still existed for some students. Work-study programs were frequently unadaptable or were of little interest to students who were preparing for careers requiring specialized training or education beyond high school. Vocational-technical programs required students to make definite career judgments and commitments when choosing a program. Career exploration experiences, although helpful, were of short duration due to incompatibility with coursework in regular programs. Something was needed to fill these program gaps. There was ample evidence that valuable community resources were available for students if school programs were made flexible enough to utilize the resources.

Assistance From District Coordinator of Career Education

Recognition that existing scheduling patterns at Newark High School were not compatible with long-term learning experiences at community sites prompted a discussion of the problem with Dr. Primo Toccafondi, District Coordinator of Career Education. His description of Experience-Based Career Education (EBCE) programs prompted serious consideration of the merits of such a program for Newark High School. Dr. Toccafondi subsequently arranged for administrators from our three district high schools to attend a three-day conference on EBCE. This conference, sponsored by Research for Better Schools (an independent educational research laboratory), was held in Philadelphia in March of 1976 and was designed to acquaint educators with the four national models for Experience-Based Career Education. These models had been developed and piloted by four independent education research laboratories in various regions of the United States. The National Institute of Education (NIE) had provided funding for the development of these models. A thorough introduction to the four program models convinced the writer and his administrative colleagues that an EBCE program held considerable promise for filling the career education program gaps that existed in their high schools. After carefully reviewing all of the pilot programs in EBCE, the program model developed by Northwest Regional Educational Laboratory, Portland, Oregon, was judged most appropriate to the needs of Newark District students. Its structure and objectives were different from any existing program option, and it was equally adaptable to academically and nonacademically inclined students. With the help of a $5,000 federal planning grant, Dr. Toccafondi and the three building administrators traveled to Portland in April, 1976, for an in-depth training experience at the Northwest Regional Educational Laboratory. This visit provided the opportunity to see their program in operation at participating schools in Tigard, Oregon. Exposure to the Northwest Model ultimately led to a decision to apply for a federal grant for the purpose of transporting and adapting this model to the three comprehensive high schools in the Newark School District. A program proposal was submitted to the U.S. Office of Education in June, 1976, requesting a sum of $315,596 for use over a three-year period to adapt and transport an EBCE model to the Newark School District. The proposed program involved the expansion of the educational environment for secondary students to include community-related career experiences. As such, the proposal favorably reflected the 1976 program priorities for Part D of the Vocational Education Act of 1963--Exemplary Programs and Projects in Vocational Education. With due consideration of stated priorities and past investments, one can readily understand the vested interest that NIE officials had in seeing the various EBCE models successfully transplanted into secondary schools throughout the country.

Although the proposed starting date for the project was September, 1976, it was not until October 1 of 1976 that official notice of project approval was received. Funding of the project was granted under Part D of Public Law 90-576 in support of Exemplary Projects in Vocational Education. Fortunately, due to the optimism of state and district officials, the delayed approval produced no major problems. Preliminary planning had progressed smoothly in anticipation of program approval.

CHAPTER III

IDENTIFICATION OF PROJECT OBJECTIVES

Newark School District educators had recognized a need to expand provisions for infusing career education into the secondary schools. The federal proposal to transport and adapt an EBCE program to the Newark District was in keeping with this provision. The specific EBCE program model selected was called "Community Experiences for Career Education" $(CE)_2$. This program was designed as a comprehensive alternative to regular high school programs, offering courses which either fulfilled or supplemented regular requirements for graduation. It was experimental in nature and was characterized by the rotation of students to numerous community sites. Learning activities were individualized and carefully directed so that academic work and interpersonal skills were directly related to and integrated with career experiences at community sites. Nonpayment of students was also characteristic of this EBCE model. The program was ideally suited to meeting the educational needs of students who had not yet reached career decisions and desired a broader learning environment than the traditional classroom.

An overall district management plan for the project had already been established as part of the federal proposal. The time had arrived to adapt and implement the $(CE)_2$ program into the three district high schools. As an associate principal at Newark High School, the writer's primary responsibility involves program and curriculum development. Having been directly involved in the decision to transport the $(CE)_2$ model to the Newark School District, he was totally committed to successfully establishing this program at Newark High School. The role he assumed was that of providing administrative direction and support in adapting the $(CE)_2$ program to the Newark High School setting. In addition, he was committed to making a definite contribution to the dissemination effort by assisting other building administrators to adapt and implement similar programs in their own schools. The following specific objectives were consistent with this role and supportive of the goal to successfully adapt and implement an EBCE program at Newark High School.

Objective 1. Provide sustained administrative direction and support to the teachers in the EBCE program. Specific activities:

- Select the most competent teachers for the two staff positions needed to start the program.
- Participate in an implementation planning conference with the project director, project coordinator, building administrators, and representatives from the Northwest Regional Educational Laboratory.
- Work directly with project teachers as they direct the learning activities of students in the school and at community sites.
- Provide financial support for needed instructional materials to a maximum of $400 beyond available federal support.
- Provide for the instructional facilities and equipment needed to start the program.

Objective 2. Conduct activities designed to maximize the potential for staff acceptance and support of the EBCE program.

Specific activities:

- Inform the teaching staff of the nature of the EBCE program, why it is being implemented, and when it will start.
- Arrange a meeting with all work-study coordinators to explain program features in greater detail and allay any concern they may have regarding the new program. Arrange for similar meetings with departments or other interested teachers upon request.
- Meet with all guidance counselors to review thoroughly all aspects of the program and to identify the type of students most likely to benefit from a program of this kind.

Objective 3. Plan and coodinate student recruitment activities to bring approximately 20 qualified students into the program in January, 1977, and approximately 40 students for the 1977-78 school year. Specific activities:

- Utilize available closed circuit television to inform students of the EBCE program, identify qualifications for entry, and explain application procedures.
- Arrange for and conduct followup meetings for interested students who desire more program information and wish to ask questions.
- Meet with guidance counselors to identify good student prospects for the program and arrange for personal counseling of these students.
- Conduct a program informational meeting for the parents of all prospective students.
- Establish screening procedures to select the most promising students for program admission.

Objective 4. Develop materials to illustrate and describe the nature of the EBCE program and its relationship to other career-related programs at Newark High School.

Specific materials:

- Overhead transparencies illustrating the key features of the EBCE program.
- Overhead transparencies illustrating how the EBCE program extends and complements existing career programs.
- A flyer describing the general nature and key features of the EBCE program.

Objective 5. Contribute to the program dissemination process by working cooperatively with the project manager and by producing materials that complement the dissemination effort. Specific activities:

- Assist the project manager in presenting information about the EBCE program to the public and interested educators.
- Produce a guideline booklet for secondary school administrators to use when adapting and implementing an EBCE program.
- Produce a series of transparencies designed to complement a presentation on administrative guidelines for program implementation.

CHAPTER IV

PROCEDURES USED TO ACHIEVE OBJECTIVES

An EBCE Program for the Newark School District

> EBCE combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Students' experiences in the community are then carefully planned, supervised, and evaluated.
>
> Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.[3]

This description of EBCE appears in the National Institute of Education flyer, "EBCE—What is it? How does it work? Can it work for you?" While it would be difficult to improve upon the conciseness of this description, it belies the challenge related to establishing a program of this type in a comprehensive high school. A brief review of the evolution of EBCE may help one to better understand this challenge.

History of EBCE:

Early in 1971 the U.S. Office of Education commissioned studies to explore major questions concerning the feasibility of EBCE. In the spring of 1972 four educational laboratories were selected to develop and test pilot versions of EBCE in a variety of economic and social settings. Names and addresses of the laboratories, as well as the demographic characteristics of the four projects, are shown in Appendix A.[4] The project was transferred to the National Institute of Education in August, 1972. The four projects were given a set of common guidelines: the instructional system should be individualized and experimental, use as its locus employer/community settings, blend academic and occupational learning, and accommodate a cross-section of the local high school student population. Within these boundaries the programs were free to develop their own approaches to staffing, curriculum development, and operating procedures. After three years of development, the results of both internal and external evaluations were sufficiently promising to warrant nationwide demonstration. Because of this, one school district in each of 42 eligible states received a three-year grant from the U.S. Office of Education to implement and demonstrate the EBCE program. The Newark District grant was one of the 42 grants awarded.

---

[3] National Institute of Education, The, "EBCE--What is it? How does it work? Can it work for you?" (Washington: U.S. Department of Health, Education and Welfare, 1976).

Northwest Regional Educational Laboratory version of EBCE:

In supplying demonstration funds, NIE officials clearly recognized the need to help school systems to make the changes needed to accommodate a complex innovation like EBCE. The educational laboratories piloting the different programs also recognized this need and produced volumes of information about their pilot programs. The Northwest Regional Educational Laboratory compiled a set of five handbooks on the operation and evaluation of the Community Experiences for Career Education $(CE)_2$

---

[4] National Institute of Education, The, The Community is the Teacher--EBCE (Washington: U.S. Department of Health, Education and Welfare, 1975).

program it developed. Each of the handbooks is devoted to a particular program area: Management & Organization, Curriculum & Instruction, Employer/Community Resources, Student Services, and Evaluation. In addition to the handbooks, a Program Overview folder was developed to provide general information about the $(CE)_2$ program. Folder information consisting of single sheets, booklets, and foldouts summarize the $(CE)_2$ program, key program elements, and operational procedures. Two items from the Program Overview folder have been included in Appendix B: (1) a summary of the common elements of EBCE in the $(CE)_2$ version, and (2) a schematic of the EBCE curriculum path.

Project and program management:

Although a wealth of information about the $(CE)_2$ program was available, the task of molding the materials and procedures to fit the needs of students in the Newark District was formidable. From the district perspective, a full-time project manager, Dr. Primo Toccafondi, assumed responsibility for providing overall project guidance by coordinating activities among the three district high schools and the community in general. Dr. Loren Thompson, District Director of Instruction, served as project director. As a building administrator, the writer's responsibility was that of establishing the best possible EBCE program at Newark High School by adapting the program to the existing curriculum and providing ongoing support to project teachers. Throughout the planning and implementation process, it was important to maintain a close working relationship with the project manager so that efforts were coordinated and therefore mutually beneficial. A final commitment was directly related to the program dissemination process and involved the identification of guidelines for building administrators who plan to implement EBCE programs in their own schools.

Implementing an EBCE Program at Newark High School

Curriculum development at Newark High School normally involves an orderly process in which teachers in ten different departments consider student interests and needs on a yearly basis. Proposed departmental curriculum changes are received by department chairpersons and administrators, who in turn either support or reject the changes proposed. The very nature of an EBCE program almost precluded the possibility of its originating through normal channels. Experience-Based Career Education represented a radical addition to the existing curriculum, since it involved personalized instruction which integrated rather than segregated subject area disciplines. One could hardly expect a program of this type to originate from subject-oriented departments. The fact that the program was scheduled to start midway through the 1976-77 school year further complicated the implementation process. Staff acceptance of the program was only one of a host of problems related to implementation. Program teachers had to be selected and trained, students needed to be recruited, and communications with parents and community employers had to be established by January 27, 1977.

Early Planning for Program Implementation

Prior to receiving official notice of proposal acceptance, numerous conversations with federal and state officials indicated that the Newark District EBCE proposal would be federally funded. In anticipation of this support, arrangements were made for Virginia Thompson, unit coordinator for the Northwest Regional Educational

Laboratory, to visit the Newark District. The purpose of her visit was to assist district and building administrators with onsite planning for EBCE. Ms. Thompson had served in both a teaching and an administrative capacity in helping to pilot the $(CE)_2$ project in Tigard, Oregon. Building administrators met with Ms. Thompson on September 30, 1976, and received a thorough introduction to the responsibilities and problems of administering the implementation of an EBCE program. Her personal experiences as a project administrator made Ms. Thompson well qualified to respond to the many questions by building administrators. Following her visit to Newark, Ms. Thompson sent a personal letter which appears in Appendix C.

Having received an excellent introduction to the responsibilities of building level project administration, it was obvious to all that many things had to be accomplished in a short period of time. The project manager also recognized the need to coordinate efforts at the three district high schools and requested assistance in identifying concerns that merited the collective consideration of the building administrators involved in the project. After discussing the writer's concerns with Dr. Toccafondi, it was decided to use them as the agenda for the first of many administrative planning conferences. The proposed agenda, along with the cover memorandum to Dr. Toccafondi and the other building administrators, appears in Appendix D. Dr. Toccafondi's narrative summary of the October 13, 1976, planning conference has also been included in Appendix D. The summary provides an excellent review of the basic building level problems that had to be resolved during the planning stages of program implementation.

Provisions for staffing an EBCE program was one of the most significant concerns of early planning. Although federal dollars were assured for the three-year implementation period, eventually the program would have to function without benefit of federal support. Teachers chosen to start the program had a right to know the plan for staffing after federal support was no longer available. A number of very significant factors tended to complicate program staffing plans. Although a known amount of federal money was committed to the project, and state and local support levels for vocational programs had been established, it was impossible to know exactly how many students would become involved in the program each year. Another complicating factor was the planned transition of staffing support from federal to state agencies over the three-year implementation period. Any staffing plan had to consider both fixed and variable factors for the three-year period. Initial attempts to explain planned staffing arrangements to project teachers invariably led to misunderstandings and confusion, because they were unfamiliar with both sources and levels of funding. This problem eventually prompted a written explanation of staffing plans, which appears in Appendix E. The explanation was written after the first group of students was scheduled into the program, and a new program name (REAL) was established. Although this staffing plan was written for Newark High School teachers, it was equally useful for explaining staffing provisions for the other district high schools.

Roles and Responsibilities of Program Staff

As in any educational program, staffing needs for an EBCE program are related to the number of students to be served, the type of services provided, and the funds available to provide the services. The $(CE)_2$ program piloted by the Northwest Regional Educational Laboratory utilized

(1) a program administrator to provide team leadership; (2) learning managers to work with students on their individual learning plans; (3) employer relations specialists to recruit, develop, and maintain employer/community sites for student learning; (4) learning resource specialists to locate people, places, and materials for use as learning resources; and (5) student coordinators to provide a variety of student services including assessment and guidance. In addition, a program assistant, learning aides, clerical assistants, and a van driver were employed in support staff roles. A more detailed description of these staff roles appears in Appendix F.[5]

The initial staff at Newark High School was to consist of two teachers and one clerical aide. This was necessary because of the limited student enrollment planned for the first half-year pilot effort. If Newark students were to receive services similar to students in the $(CE)_2$ program, alternative role combinations had to be identified. Since staffing allocations were common to the three district high schools, identifying the roles and responsibilities of program staff became a matter for collective consideration among the coordinating building administrators and the project manager. After much discussion, it was decided to identify one of the two professional positions as learning manager (LM) and the other as community coordinator (CC). Responsibilities of the LM would be comparable to the combined responsibilities of the learning manager and the learning resource specialist in the $(CE)_2$ project. The CC responsibilities would be comparable to the combined responsibilities of the employer relations specialist and student coordinator. The clerical aide would function as an aide to both teachers and students in the program. Initial descriptions of roles and responsibilities for the LM and CC at Newark High School appear in Appendix G. Descriptions were deliberately not detailed in recognition of personal differences among the staff to be selected. Provisions for personal refinement of roles and responsibilities by the staff members selected were also considered vital to establishing the best possible team effort.

---

[5] Northwest Regional Educational Laboratory, Experience-Based Career Education: Management & Organization, 1976, p. 48-49.

Selection of Program Teachers

Responsibilities of EBCE teachers are vastly different from most teachers in traditional high schools. They are managers and facilitators of student learning rather than teachers in the traditional sense. Their functions are defined according to individual student needs rather than by the subject matter to be taught. A student-centered program requires teachers to be "tuned in" to each student as a person and necessitates the acceptance of a variety of learning styles. Staff members must be skilled in interpersonal relations and must be able to counsel students in both academic and personal matters. Above all, they must firmly believe that community business, industry, social and service agencies, and government offices represent valuable resources for student learning.

Because EBCE teachers function as managers and facilitators of student learning, the subject area backgrounds of the teachers selected was far less important than factors such as creative ability, respect for young people, ability to personalize and individualize instruction, and compatibility with demands of team teaching. In addition to these fundamental considerations, the professional credibility of program teachers was a factor of unique importance at Newark High School. This was due to an unsuccessful prior attempt to establish a career-related program at Newark High. This program, although different from the planned ECBE program, was well conceived and held much promise but was never accepted by the regular building staff. Ultimately, staff rejection contributed greatly to abandonment of the program. Because of the unfortunate demise of this program, the value of any career-related program was sure to be questioned by many teachers. One of the best ways to enhance staff credibility was to select teachers who had already established their professional competence as members of the existing staff. Although there was no desire to exclude promising outside candidates from consideration, every effort was made to persuade qualified in-building candidates to apply. As a follow-up to vacancy notices posted by the district personnel office, three different approaches were used to inform the Newark High School staff of program opportunities. First, the writer's normal working relationship with department chairpersons provided a personal communication line to the staff leadership in the school. Secondly, a direct communication to all teachers was achieved through a memorandum shown in Appendix H. Finally, after discussing staff positions and program opportunities with carefully selected teachers, prospective candidates were personally invited to apply.

Fortunately, recruitment procedures reached many applicants, both within and beyond Newark High School, who were eager for the opportunities afforded by EBCE. The program design itself was a significant factor in attracting prospective staff. It offered personal and professional challenges including the opportunity to give practical application to ideas about individualized learning and community involvement. EBCE offered an alternative for teachers as well as students and was especially appealing to teachers who felt constrained by the structure of a traditional educational system. Interviews were scheduled during the second week of October, 1976. A total of seven Newark High School teachers formally applied for the two staff positions at Newark High. Without exception, these teachers were respected members of the staff and were well-qualified candidates. A social studies teacher and a guidance counselor were chosen from this group to start the program. A third member of this group was so interested in becoming a learning manager that he accepted the position in one of the other district schools. The remaining teachers only wished to be considered for the positions at Newark High.

Project Teachers Learn About EBCE

Now that staff recruitment and selection activities were completed, attention was directed at preparing project teachers for the demands of an EBCE program. A staff training workshop had been scheduled for November 1-5, 1976, and the newly appointed staff members had about ten days to prepare for the workshop. In order to derive maximum benefit from this training experience, the project staff was asked to learn as much as possible about EBCE by reading the project materials developed by Northwest Regional Educational Laboratory. A set of materials had been purchased for each of the district high schools. It was also necessary for project teachers to begin thinking about the problems related to adapting an EBCE program in their own schools. Because of the magnitude of this task, a staff development activity list was constructed to guide their efforts. A copy of this staff development guide is shown in Appendix I.

The training workshop was organized and conducted by a representative from the Northwest Regional Educational Laboratory with the assistance of the project manager. A schedule of the staff training activities is shown in Appendix J. The writer's involvement in this training process was as a voluntary participant. As a building administrator, his knowledge of programs, operational procedures, and facilities enabled him to serve as a resource person within the group. In addition, it was important for Newark High School staff members to know that establishment of an EBCE program would receive strong administrative support, and his active involvement helped to convey this message. By the end of the training session, staff members were far more knowledgeable about EBCE and were excited about the challenges and promises offered by the program. They were also understandably awed by the many things that would have to be done in their own buildings in order to be ready for students by January 27, 1977. Finally, the staff had come to the conclusion that the district EBCE program needed a distinctive name and had agreed on the program name: Relevant Experiences for Alternative Learning (REAL).

It was now time to begin converting general ideas into workable action plans. The first building level meeting occurred on the Monday following the training workshop. A number of important concerns required the immediate attention of the REAL staff. The first of these concerns involved the identification of suitable program facilities. There were a number of classrooms that could be used to start the program, so it was possible to involve the staff in the decision of which facilities would be most suitable. They chose two rooms at the end of a corridor which provided easy access to and exit from the building. One room was large and would be used as a learning center, while the smaller room across the hallway would serve as an office/communications center. The learning center was connected to another large classroom which could eventually be vacated as the need for additional facilities grew. Having decided on program facilities, it was now possible for the staff to identify the kind of furniture and equipment needed to prepare the room for use. In order to insure an orderly program start in January, immediate attention had to be given to processing orders for new equipment and furnishings and arranging for telephone installations. A final matter requiring the immediate attention of the staff involved the screening of candidates for the clerical aide position. Although the district personnel office had numerous well-qualified applicants for the position, one of the most critical factors influencing the final decision was input from the REAL staff. The aide was to become an integral part of the three-person team and personal compatibility with the professional staff was a matter of great concern. After reviewing the qualifications of the candidates, both staff members expressed support for a clerical aide who had been working at Newark High School for several years and had requested a transfer to the new position. Since this person had already proven her clerical competence and was a known personality, the third member of the REAL team was totally acceptable for confirmation by the personnel director.

Important decisions were being made, and the staff was appreciative of the opportunity to influence these decisions. In the weeks between November 8, 1976, and January 27, 1977, many meetings would be devoted to cooperatively planning and preparing for the start of the REAL Program at Newark High School.

Adapting the REAL Program to Newark High School

Adapting the REAL Program to Newark High School involved both curricular and procedural considerations. A major curricular concern involved the compatibility of program activities with state requirements for graduation. State requirements were described in terms of credits, which in turn were related to a minimum number of hours of classroom instruction per year. The old Carnegie Units, upon which state requirements were based, were not readily applicable to the integrated nature of study in the REAL Program. English and social studies course credits were of particular concern, since they represented state requirements which most REAL students would need to graduate. Officials of the Delaware Department of Public Instruction were in accord with the need for flexible provisions for meeting these requirements and approved the awarding of these credits through appropriate activities in the REAL Program. As a result of this approval, students could earn all of their credits through individualized and integrated experiences within the program. The REAL Program could now function as a self-contained program offering students maximum flexibility in learning experiences.

Starting the REAL Program midway through the school year resulted in a number of serious problems. Students entering the program would be required to drop some of their full-year courses in order to participate in community experiences requiring extended periods of time. This requirement could represent a serious deterent for student entry into the program unless certain provisions were assured. In fairness to students, schedule adjustments of this kind could only be accomplished if REAL provided the potential for continued individualized studies in the subject areas of student interest. Although it was contrary to established school regulations, it was also necessary to award half credit for having completed half of a full-year course. Because of the individualized instructional nature of the REAL Program, the required curricular adaptation could be accomplished. The awarding of half credits could only be accomplished by either changing regulations or making exceptions to established procedures. Since the credit-awarding regulations were firmly established, the better solution was to make a one-time exception for students entering the program. The mechanics of awarding half credits would be relatively simple; the challenge was to convince the regular staff that such exceptions were merited. Gaining and maintaining the support of the regular staff was important to the success of the REAL Program, and making this exception to established regulations would require a careful explanation when describing REAL to the staff.

While community experience-related project activities in the REAL Program were designed to make learning more relevant, there was a danger that the recording of such activities could become confusing when converting them to conventional academic records. It was anticipated that many students entering the program would eventually be applying for college admission. Somehow learning experiences in REAL had to be translated into meaningful subject descriptors that could be accurately interpreted by college entrance officials. Learning experiences in REAL were designed to occur in three distinctly different ways. All students would be expected to devote a portion of their study time to mastering subject content related to attaining basic competencies. According to the amount of time devoted to mastering a set of competencies, students could earn from one quarter to one credit per year. Another area of study was related to exploratory career experiences at community learning sites. Experiences of this type were referred to as cooperative work experience. Students would be able to earn up to two credits in this area by averaging fifteen hours per week at community learning stations. A final area of study involved the completion of projects designed to integrate academic work with community site experiences. According to the nature of the project, a student's accomplishment could be translated into credits in career-English, social studies, mathematics, and science as well as other academic and vocational subject areas. Through the use of this procedure, students' records would show credits and grades for basic competencies, cooperative work experience, and specified academic and vocational subjects. In addition to these conventional record entries, all project reports and competency records would be compiled in the form of a Student Activity Record for use by the student when applying for a job or entry to college. In order to provide maximum program flexibility, students were permitted to elect up to two credits of regular coursework during a single academic year. Project requirements for students electing regular courses were to be adjusted in scope to account for regular course participation. It was decided that judging of student performance levels could be done on a pass/fail or letter grade basis. This flexibility was in keeping with the individualized nature of the REAL Program. Within the prescribed program provisions most students would earn from five to six credits per school year. A maximum of seven credits was set for any one academic year. In order to assess the utility of these recording, grading, and credit-awarding provisions, an admissions officer at the University of Delaware was asked to review and evaluate them. This evaluation was of particular importance since in excess of 60 percent of our college-bound students matriculate at the University of Delaware. The provisions were considered sufficiently informative to eliminate any possibility of students being judged unfairly due to incomplete or confusing performance records. The admissions officer identified the Student Activity Record as being particularly helpful in judging a student's qualifications for college admission. A complete summary of the guidelines for grading and awarding credits appears in Appendix K.

Establishing operational guidelines to govern the movement and privileges of REAL students within and beyond the school was another concern that merited careful attention. The very nature of the REAL Program was incompatible with the regular daily seven-period schedule. REAL students would be involved in activities requiring extended periods of time in both the learning center and at community sites, and procedures had to be established to permit them to routinely leave and enter the school when necessary. By issuing special passes to all REAL students and having them record their community destination whenever they signed out of the school, it would be relatively easy to monitor their movement during the school day. Whenever students needed to report directly to community sites, however, a special communications problem would develop with their homeroom teacher. It had already been decided that REAL students would remain in their regular homerooms in order to maintain their social contacts with students in other programs. Although homeroom period only involved a daily fifteen-minute time interval at the beginning of each day, this was the time for taking the official daily attendance. Since direct communication among staff members was needed in matters of legal attendance, a standardized memorandum, shown in Appendix L, was designed to facilitate this communication process. Adherence to these procedures would make it possible to grant students the required freedom of movement yet maintain a constant awareness of the nature and location of student activities. Guidelines related to in-building student privileges also had to be delineated before the start of the program. Since REAL students would not be following regular class schedules, they could conceivably move throughout the school at will, making use of social lounges and smoking courts when other students were in classes. After carefully considering all the advantages and disadvantages related to special student privileges, it was decided that, with the exception of moving freely to and from community job sites, REAL students would be expected to adhere to all other school regulations governing student privileges. The only in-building concessions to be granted were related to the consumption of beverages and snacks in the learning center. Although students were denied this privilege in regular classrooms, the independent nature of work done in the learning center seemed to indicate that few, if any, problems, would result. Students would be told that this privilege would be granted on a trial basis, subject to assessment of their ability to keep the learning center free of litter.

A serious problem emerged in early implementation when a community coordinator encountered numerous questions about the status of students when placed at community learning sites. Some prospective employers where reluctant to work with students until questions of liability and fair labor practices were clarified. This problem involved two areas of concern. Would the students working at community sites be considered employees and therefore become subject to the laws governing Workman's Compensation in the event of an accident? Also, if the active involvement of students at community sites tended to diminish the need for an employer to hire more people, would this constitute a violation of the Fair Labor Standards Act? The U.S. Office of Education provided a partial solution by identifying required operational criteria for programs like REAL. An information bulletin, including all the criteria, was developed for distribution to prospective employers who expressed concern about student employment status. In order to further clarify the question of liability, provisions were made through the school district to provide liability insurance coverage for all student activities at community sites. A sample information bulletin and a copy of the indemnity agreement are included in Appendix M.

Working for Staff Acceptance and Support

Acceptance of the REAL Program by the teaching staff was recognized as a critical factor influencing the establishment of the program. The extent to which nonprogram teachers influence new programs had been demonstrated two years earlier when the Newark High School staff had rejected a career-related program in distributive education. Although there were a number of program shortcomings, absence of support from the teaching staff greatly contributed to the gradual demise and ultimate failure of that program. A concerted effort was needed to inform the staff of the need for and nature of the REAL Program.

The process of introducing the staff to Project REAL began November 15, 1976, with a presentation to department chairpersons. These ten staff members were responsible for providing program leadership within their departments and represented the most influential group of staff members at Newark High School. The presentation was designed to accomplish three things: (1) identify evidence of need for the program, (2) explain the nature of the program, and (3) answer questions and respond to concerns. This initial small group presentation not only recognized the staff leadership but also provided an excellent opportunity for interaction. Questions and concerns expressed by this group provided the basis for improving the upcoming presentation to the total staff.

On November 23, 1976, a full faculty meeting was devoted to presenting the REAL Program. In contrast to the informal meeting with department chairpersons, this presentation was designed to give maximum information in a short period of time. The newly appointed REAL teachers worked closely with the writer in planning and making this presentation. In part one the writer provided a summary of events leading to the decision to establish an EBCE program, an overview of the nature of the REAL Program, an explanation of how REAL would supplement and complement existing programs, and a summary of implementation plans. Copies of the series of overhead transparencies used to make this presentation are included in Appendix N. The community coordinator then presented a slide-tape, developed by Northwest Regional Educational Laboratory, which described and illustrated student experiences in an EBCE program. The final part of the presentation was made by the learning manager who identified major purposes of REAL and described the roles of the community coordinator and learning manager. An information flyer for teachers distributed at this meeting is also included in Appendix N. Immediately following the presentation, teachers were given the opportunity to ask questions. Departmental groups and individuals who wished to discuss Program REAL in greater detail were invited to arrange for subsequent meetings. During the following two weeks small group meetings were held with guidance counselors, members of the Business

Education Department, and work-experience coordinators. Only the work-experience coordinators expressed concern which was based on their initial fear that REAL would be competing with the work-experience programs for students. Their fears dissipated with the knowledge that REAL students would not be receiving financial compensation for community experiences, nor would they be assigned to community sites for indefinite periods of time. Emphasis on broad career, personal, and intellectual goals rather than on building vocational skills also helped distinguish REAL from the vocational nature of work-experience programs. Throughout the staff orientation process there were no indications of opposition to the REAL Program. Although there were many questions and there was considerable discussion about program provisions, most staff members seemed to have a positive feeling about the student options offered by the program. The only major concern expressed involved the need for students to drop some full-year courses at midyear for half credit. This concern was certainly justified but could not be avoided because of the midyear starting time for the program.

Recruitment of Students

During the month of November, 1976, the writer met frequently with program teachers for the purpose of establishing a definite plan for recruiting students. Although the second semester was not scheduled to begin until January 27, 1977, nothing short of a well-coordinated, vigorous recruitment effort would insure a successful program beginning. Normal scheduling procedures required students to make course selections for the 1977-78 school year by early March, 1977. Preliminary course selection activities, including the distribution of all program and course description materials, was scheduled to begin in late January, 1977.

In order to coordinate recruitment activities for the REAL Program with other course selection activities, it was necessary to plan for two simultaneous recruitment thrusts. The most immediate effort would be directed at recruiting 20 eleventh- and twelfth-grade students for second semester entry to the program. A second but equally important recruitment thrust involved the scheduling of 40 tenth- and eleventh-grade students for the 1977-78 school year.

As in previous program-related activities, the two REAL Program teachers played an active role in the recruitment process. Since they knew many students on a personal basis, it was reasonable to expect them to exert a major influence on student interest in REAL. Using a strategy similar to that employed for staff orientation, it was decided to make a general presentation to all students followed by as many individual and small group meetings as student interest would justify. Since there were 1,650 students at Newark High School, closed circuit television was chosen as the initial means of communication. On November 29, 1976, the writer and program teachers introduced the students to the REAL Program via an eight-minute telecast. Major program characteristics were described and special emphasis was directed at the comprehensive and alternative nature of the program. Eligibility guidelines were reviewed, and students were advised of procedures to follow if more information was desired.

During the week following the telecast, students were invited to visit the REAL learning center to see the Northwest Laboratory slide-tape presentation on EBCE and discuss the possibility of their involvement in REAL. Since most students had at least one free period per day and program teachers were available to meet with them any period, this procedure afforded every student the opportunity to personally interact with REAL Program teachers. A total of 73 students visited the learning center during this five-day period. Students attending these meetings were given applications for admission to REAL and a program flyer, both of which are included in Appendix O.

A meeting with guidance counselors was scheduled after the conclusion of the open meetings with students. Counselors were asked to review the list of students who had visited the learning center and identify any of their counselees considered to be good prospects for the REAL Program. Their judgment would contribute to the final selection of students. They were also asked to identify any other students, not on the list, who might profit from involvement in the REAL Program. This screening effort resulted in the identification of 16 more prospective students who were subsequently contacted by program teachers.

Another recruitment procedure that proved very successful involved the making of posters and periodic announcements about REAL. About two weeks prior to making the student telecast on REAL, posters announcing the coming of REAL were placed at key locations throughout the school. Rather than provide information about REAL, these posters were designed to arouse student curiosity about the program. Posters were large and colorful and simply announced: REAL is Coming--More Information in Room B202. A series of closed-circuit television announcements complemented the poster campaign. These comments were included with other daily announcements and therefore reached all students in the school. As in the case of poster messages, television comments were designed to stimulate interest in the program and encourage students to discuss their interest with program teachers. Although the learning manager did not maintain precise records, he estimated that 30 students were prompted to contact him as a result of this recruitment effort.

Due to the unique characteristics of REAL, entry into the program constituted a major educational decision. This fact made it imperative to involve parents of prospective students in the decision-making process. To facilitate their involvement, the parents of all prospective students were invited to attend one of two program orientation sessions scheduled for December 14 and 16, 1976. There were four major objectives for these meetings: (1) to acquaint parents with the key components of REAL; (2) to illustrate a typical student's program; (3) to provide an opportunity for parents to meet program teachers; and (4) to provide an opportunity for parents to ask questions about the program. An information packet about REAL was distributed to parents as a complement to the subjects addressed in the presentations. Copies of the information packet and the agenda for the meetings are included in Appendix P. Parent response to these orientation sessions was excellent. A total of 63 adults attended the meetings, and reaction to the program was very favorable. Many parents expressed confidence that the program would be well received by the community and would meet the needs of many students.

By January 7, 1977, 20 seniors, 13 juniors, and 3 sophomores had expressed interest in entering the program, although not all of the students had submitted applications with parental approval. It was apparent that some screening criteria would have to be used to select the 20 students who would be most likely to benefit from the program. Identification of selection guidelines was not an easy task, since almost any student could conceivably profit from involvement. After much discussion with the program staff, broad guidelines for student selection were identified. These guidelines, which appear in Appendix Q, were used to reduce the number of candidates to 28. The school records of these students were carefully reviewed for evidence of self-discipline, initiative, and attendance; and on this basis the top 20 candidates were identified. Since the remaining eight students were being judged on a strictly subjective basis, each student was invited to meet with the learning manager to discuss his status. These conferences eventually led to the acceptance of one student beyond the planned 20 limit. The seven students not admitted to the program received a personal explanation of why they were not selected, and they were encouraged to enter the program the following school year. Results of the initial recruitment effort placed 21 students in the REAL Program as of January 27, 1977; and another major implementation step was accomplished. Of the 21 students, 11 were juniors and 10 were girls, providing a desirable grade/sex balance to the entering group.

As students became involved in program activities, their natural interaction with other students greatly complemented the ongoing dissemination of information about REAL. Since final course selections for the 1977-78 school year were to be completed by early March, the learning manager again invited interested students to visit the REAL learning center on February 22, 23, and 24, 1977. Many of the students already involved in REAL participated in informal discussions with prospective candidates and thereby contributed greatly to the recruitment effort. As of March 15, 1977, a total of 37 students were scheduled to enter the REAL Program in the 1977-78 school year. Although this number was three less than the projected enrollment of 40, it was obvious that the REAL Program was becoming firmly established at Newark High School.

Involving the Community in Project REAL

Although much has been written about extending the classroom into the community, most community resources remain largely untapped by local schools. There are numerous obstacles limiting the use of communities, but most fall into one of two categories: restrictive organization of the school day, or failure to establish meaningful working relationships with people at community sites. The REAL Program was carefully structured to overcome both kinds of obstacles. School-related problems were removed through special scheduling arrangements, and the REAL staff had direct responsibility for facilitating and directing students' learning in the community. The major preparatory task remaining was that of involving community employers in the cooperative venture of providing valuable learning experiences for students. Although the community coordinator was directly responsible for contacting prospective employers and coordinating student activities at community sites, much could be done to assist her by informing the community of the overall nature of the REAL Program. The strategy for supplying this support involved the mass dissemination of program information via building level communications, district publications, local newspapers, and radio.

Dissemination of program information began October 1, 1976, when a radio program describing Experience-Based Career Education was broadcast to the community. Nelson Freidly, Director of Secondary Education in the Newark School District, was host for this program. Along with the writer, guest commentators included Dr. Primo Toccafondi, Newark District Career Education Coordinator; John Lester, member of the District Career Education Advisory Council, and Virginia Thompson, Coordinator of Career Education, Northwest Regional Laboratory in Portland, Oregon. The radio script used for this broadcast is included in Appendix R. During the months following this broadcast, written information about the REAL Program was presented to the community on a regular basis. Appendix S includes a table identifying some of the articles as they appeared in the various publications.

The extent to which the community supported the REAL program is perhaps best indicated by the number of community employers who actually became involved. From the start of the program Community Coordinators from the three district high schools had coordinated their efforts to establish community learning sites. Coordination of this kind eliminated the possibility of more than one coordinator contacting a prospective employer and insured that the greatest possible number of job sites would be available when students entered the program. By the beginning of the second semester on January 27, 1977, a total of 43 community employers were identified; and by the close of the school year over 90 employers had been recruited to host students in explorative and in-depth learning experiences. These employers offered students the opportunity to investigate an estimated 150 different career roles. Since the Northwest Regional Laboratory recommended a ratio of two career sites per student involved in the program, site recruitment was well ahead of schedule, and there was every indication that the community would continue to provide excellent support.

Resolving Operational Problems:

All of the planning and preparation of the first semester was due to be tested as the first group of 21 students entered the REAL Program. Although the two REAL teachers felt confident about their readiness to begin working with students, they also realized that plans could go awry and unforeseen problems were sure to arise. The writer's role became that of supplying on-call support to the REAL staff in any area of need. Support activities ranged from routine things such as processing supply and equipment orders to more complex matters involving program modifications and promoting harmonious staff relationships.

One of the early developments to cause concern among REAL students was a question of their eligibility for Honor Society. A qualifying provision that required students to be enrolled in five in-school courses had prompted the Honor Society Committee to question if REAL students could be admitted. Since several of the REAL students were already Honor Society members and others were possible candidates for admission, the problem needed a rapid solution. Several meetings with the Honor Society Committee and discussions with REAL students and staff eventually resulted in the guidelines shown in Appendix T, which assured REAL students the opportunity to qualify for Honor Society status.

Even though procedures for grading and awarding credits were established during the planning stage of implementation, they failed to cover all conditions when put into operation. At the end of the first grading period, several students had decided not to complete some of the required competencies. Although these students were on schedule with their community explorations and project work, the learning manager was reluctant to award them credit for the work completed. He based his judgment on the contention that students who enter the REAL Program had committed themselves to the total program and therefore should not be permitted to accept or reject required components of the program. His motives were commendable in that they were based on a desire to have every student derive maximum benefit from the program. However, this position not only failed to recognize work accomplished but also was not conducive to maintaining a harmonious working relationship between students and the learning manager. After a thorough analysis of the situation, a compromise agreement was reached that was acceptable to all concerned. Students would receive full credit for all work completed; but if they chose not to do the required work before the close of the school year, they would also be expected to exit from the program. By the year end not a single student exited from REAL as a consequence of failing to do required work.

Considering the myriad of responsibilities each of the two REAL staff members assumed, it was inevitable that some coordination difficulties would arise while they gained experience in the program and established an effective team relationship. Perhaps the most perplexing coordination problem developed from the writing of competency activities and procedures. Initially, responsibility for writing competencies was assumed by the community coordinator. This arrangement seemed appropriate enough, since the writing of student projects and contracts placed heavy initial demands on the learning manager. Also, since the community coordinator would be identifying community employers to work with students on the competencies, it seemed reasonable for her to write the guidelines for them. Difficulty developed when the learning manager had to use competencies written by someone else to direct the learning activities of students. Although both had agreed on the number and specific kinds of competencies students should be required to master, they sharply disagreed on the depth and kinds of experiences students should have in order to master the competencies. Other program demands prevented the staff from devoting much time to cooperatively modifying or rewriting competencies, so this program weakness could not be quickly resolved. Discussion of this matter with the two staff members and the project manager eventually lead to a decision to shift responsibility for writing competencies to the learning manager. It was also agreed that this writing task would become one of the activities incorporated into the 1977 summer workshop for project teachers.

The EBCE program developed by the Northwest Regional Laboratory was basically structured as a one- or two-year program. We had planned to retain the same time frame arrangements when adapting it to Newark High School. Although ten seniors had been admitted at midyear, these students knew they would only be able to complete a portion of the program prior to graduation. The extent to which they would benefit from the half-year involvement was a matter of special interest as the REAL Program was set into operation. As the year progressed and the REAL teachers became more experienced in directing individualized student learning, they also began to think more favorably about the benefits of a half-year exposure to REAL. By the time the school year ended the accomplishments of the ten seniors had convinced them that a half-year exposure to REAL should be offered as a program option for all eleventh- and twelfth-grade students. They also reached the tentative opinion that a one-year involvement would be ideal for most students. Evaluation of program provisions based on operational experiences was not unexpected, and the half-year program option was consistent with the intent to provide maximum flexibility for students to enter and exit from REAL. Although this constituted a major program modification, the changes needed were primarily organizational. REAL teachers would have to organize all program experiences into sequential semester segments and present the total program to students in terms of these segments. The REAL staff was committed to making these organizational changes during the 1977 summer workshop. The emergence of a half-year program in REAL created a number of additional problems with regard to student access. With the exception of unusual and extenuating circumstances, established school procedures did not premit students to drop full-year courses at midyear for half credit. Once again we were faced with the prospect of staff reaction against REAL unless the regular staff was somehow involved in modifying the school procedures. Two lengthy meetings with department chairpersons were required to finally resolve the issue. A written explanation of the new entrance and exit provisions for REAL was subsequently distributed to all teachers. A copy of these provisions is included in Appendix U.

Plans established during the first half of the school year were being operationally tested during the second half of the year. Weaknesses in instructional and organizational procedures were identified, and planned activities for a 1977 summer workshop were designed to eliminate these weaknesses. By the year's end, REAL teachers and students had developed a strong identity with the program. Only one of the ten seniors who entered REAL failed to meet graduation requirements. Of the 11 juniors entering the program, 7 decided to return to REAL for the 1977-78 school year. One moved out of the school district, and three returned to regular classes. The seven returning students plus the new students scheduled to enter the program in September, 1977, justified the addition of a third teacher to the REAL team. The status attained by the REAL Program during the first phase of operations was sufficiently great to persuade six Newark High School teachers to apply for the position. As in the previous staff selection process, the candidates were excellent, and we were pleased to transfer another member of our regular staff to the REAL Program. The teacher selected, a member of our Mathematics Department, would complement the other learning manager who had been a social studies teacher. Finally, the addition of a new teacher and the increased number of students justified the expansion of the REAL learning center to include a second, adjacent classroom.

CHAPTER V

STUDENT EXPERIENCES IN THE REAL WORLD

Student experiences in the REAL world were coordinated within four major components of the program. One component involved the completion of project work designed to help prepare students to cope with everyday responsibilities encountered by most adults. These project experiences, called competencies, required students to gain a fundamental understanding of competency materials in the Learning Center and then contact designated persons in the community to review and test their knowledge of the materials. All students were expected to complete six of the following seven competencies.

1. Time and Money Budget
2. Use of Public Agencies
3. Credit and Banking
4. Insurance
5. Personal Legal Rights and Responsibilities
6. Automobile Operation and Maintenance
7. Federal Income Tax

Competency guides used to direct student activities are included in Appendix V. A second program component required students to visit community sites in order to personally explore job activities and opportunities involving areas of vocational or professional interest.

Students were expected to make a minimum of two explorations which required from one to three days at community sites. The third program component was directly linked to the exploration component. If, after exploring a community site, a student was interested in learning more about job experiences and opportunities in the area explored, the community coordinator, the learning manager, and the student would cooperatively plan for in-depth experience at that community site. Unlike the exploratory experience, the in-depth experience was structured to address the personal interests and needs of the student and could span a period of from one to thirteen weeks at the community site. In-depth community experiences of this kind were called learning levels. The fourth major program component required students to work with the learning manager to develop individualized projects designed to strengthen students' basic skills and increase their understanding of occupations and professions in which they were interested. Although the completion of such project work was done in the learning center, all project activities were directly related to the needs and interests identified in connection with students' exploratory and learning-level experiences.

Prior to going to any community site, students were thoroughly prepared to derive maximum benefit from their experiences. Both the student and the community "employer" were aware of desired objectives and planned experiences before the student arrived at the site. In the case of competencies, the community reviewer was fully aware of the learning activities that the student was expected to have done in preparation for his visit. Prior to making an exploration, the community coordinator and the student would process a Career Exploration Guide in order to identify the objectives and activities of the student making the exploratory visit.

This Career Exploration Guide was then shared with the community employer prior to the arrival of the student. A sample Career Exploration Guide form is shown in Appendix W. When students expressed the desire for a learning-level experience, the learning manager and community coordinator assisted the student in writing a Learning Site Analysis Form (LSAF). The LSAF identified the objectives and the nature of experiences the student would become involved in during his extended visit at the community site. Cooperating community employers received copies of the LSAFs, so the desired learning experiences were clearly understood by both the student and the employer before the experience was scheduled to begin. A sample LSAF is shown in Appendix X. Since approximately 50 percent of students' learning experiences occurred at community sites, the need for careful planning and coordination of such experiences was deemed critical. Equally important was the recognition that community employers could increase their teaching effectiveness if student activities were clearly defined. Project teachers obviously had to assume primary responsibility for planning and coordinating desired community experiences.

Perhaps the best way to illustrate the specific nature of student community experiences is to summarize one learning-level experience for each of the students involved in the REAL Program.

Ron B.

Ron was actively involved in running the in-school closed circuit television for several years and was planning on a career in the communications field. The opportunity for a learning-level experience at WNRK, the local radio station, was very much in keeping with his career plans. With one of the news broadcasters as his community instructor, Ron was given the opportunity to participate in both the creative and practical activities related to operating a small radio station. In addition to writing commercials that were broadcast, Ron helped to track down people and events which his instructor used in his daily one-hour "Comment" program, and generally assisted his instructor in planning for daily broadcasts.

Sandra B.

Although Sandra completed one exploration at a commercial art and photography studio, she moved from the Newark community prior to completing a learning-level experience.

Steve C.

Steve had tentative plans to enter the field of science, so Ichthyological Associates, an environmental research laboratory, offered an excellent opportunity to investigate the career fields of the ichthyologist and other aquatic scientists. At the time of Steve's experiences, the scientists were involved in studying the aquatic organisms in the Delaware-Chesapeake Canal prior to the planned installation of a nuclear power plant, which would draw in excess of 19,000 gallons of water per minute from the canal to cool power plant equipment. The scientists had caught numerous organisms and had run hundreds of tests the preceding summer and were in the process of tabulating and analyzing their data. In addition, they were planning their upcoming spring field work. Steve was free to observe, question, and assist any of the scientists as they proceeded with their respective studies. A study in which Steve had a special interest was related to determining the extent of a striped bass spawning area that extended into the Canal.

David D.

David's coursework in electricity and interest in small business persuaded him to arrange for an in-depth experience at a local Radio Shack. He had taken coursework in bookkeeping, and he enjoyed working with people, so a personal experience of seeing how a successful small business operates was just what he wanted. His community instructor was the store manager, who introduced David to the business record-keeping process, as well as techniques and practices associated with successfully displaying and selling merchandise. During his stay at the Radio Shack, David actively participated in taking inventory, processing orders for needed merchandise, setting up displays, and selling merchandise to the customers.

Clifford E.

Clifford's interest in fashion designing and theater arts motivated him to arrange for a learning level experience at Italo's Tailor Shop. This shop was owned and operated by an Italian who started to learn his trade in Italy at the age of seven. Clifford's involvement included experiences in budgeting, daily record keeping, and helping with tailoring jobs. He worked directly with the owner as he attended to the varied tasks associated with operating a small business. Personally doing tailoring work and learning from a self-taught tailor proved to be a very rewarding experience for Clifford.

David F.

David's most stimulating learning-level experience occurred at the Hagley Museum. This museum is a small, but nationally known industrial museum which preserves the site and records of the original

DuPont Company Powder Works as well as other industries that developed in the Wilmington, Delaware, area. David's community instructor was the Curator of Decorative Arts at Hagley. Under her guidance, David had the opportunity to spend short periods of time with many of the museum staff members including: (1) the deputy director, (2) an electrical specialist, (3) a public relations specialist, (4) the fellowship program director, (5) the curator of technology, (6) the engineering curator, (6) staff members in the photo and exhibits lab, and (7) a staff member in the research and reference lab. In addition to developing some insight into the roles of these staff members, David also assisted his instructor with organizing and setting up a special museum exhibit.

Rebecca F.

Rebecca had a special concern for students with drug problems and had become actively involved in peer counseling activities at Newark High School. This involvement introduced her to the need for community health and social services. When the REAL Program offered Rebecca the opportunity for an in-depth learning experience at the Floyd I. Hudson Center (a community health and social services center), she was eager to learn more about these community services. Her community instructor was a social worker who specialized in counseling related to alcoholism. She worked with her employer instructor in assessing individual and family problems, assisted with planning for individual and family group counseling sessions, and was an active participant in several group counseling sessions.

Leslie F.

Interest in the health field motivated Leslie to arrange for an in-depth experience with Dr. Stout, a local dentist. Dr. Stout works with four other dentists and a support staff consisting of a business manager, four dental hygienists, four dental assistants, and five office workers. Although Leslie spent some time with Dr. Stout and the business manager, the major thrust of her experience was directed at learning about the work of a dental hygienist. In addition to observing the technical and personal techniques used by the hygienist, Leslie assisted with record keeping, developing and reading X-rays, cleaning instruments, and maintaining orderly offices. Because of Leslie's special interest in children, she subsequently arranged for another learning-level experience with the Newark School District's dental hygienist.

Greg G.

Although Greg arranged for three explorations and had two learning-level experiences, his work at Porter Chevrolet proved most rewarding. His interest in auto repairs had grown over a period of years, and he had learned to make many minor repairs on his own car. The opportunity to work with an auto mechanic, however, represented a golden opportunity to personally experience the real working world of a mechanic. His community instructor was a man with many years of experience who permitted Greg to assist him with the repair jobs assigned to him. As Greg gained experience, he eventually was assigned certain repair jobs to do himself. Naturally, the community instructor checked all of Greg's work. Other experiences included helping the mechanic to diagnose auto repair problems and assisting in tuning up engines. He also worked with the service manager for several days in order to learn something about managing an auto repair shop.

Mark G.

Mark made four explorations before deciding on a learning-level experience at University Opticians. Although his experiences introduced him to the responsibilities of managing an optical business and taught him the importance of promoting good customer relations, Mark's primary interest and involvement was directed at the technical field of lens grinding. Before leaving the job site, Mark's interest and skill in optics work so impressed the community instructor that Mark was encouraged to pursue formal study in this field with the prospect of returning to a job at University Opticians after completing his studies.

Carol K.

Interest in traveling and cultural relationships was the motivation for Carol to arrange for a learning-level experience at Charlie B. Travels. With the help of the office staff, she learned to use airline guides, process tickets, develop brochure packets, arrange for ground travel to airports, book motel rooms, and plan vacations based on customers' desires. Supporting special projects completed under the direction of the travel agency staff included planning two package trips to Hawaii and a trip for two to Rome, Italy, based on the specified interests and desires of the customers. Perhaps Carol's most pleasant experience occurred when the owner of the agency invited Carol to join a tour group to Bermuda which he and his wife were guiding. She spent five educational and eventful days on this trip as the guest of Charlie B. Travels.

Kathy M.

Kathy expressed strong interest in the fields of history and research and, after an exploration at the Delaware Museum of Natural History, decided to do additional study at the museum. After developing an overview of managing a natural history museum by working with the director and assistant director, Kathy began working with Dr. R. Tucker Abbott, one of the nation's foremost authorities in Ethnoconchology. Under the direction of Dr. Abbott, Kathy became involved in identifying, classifying, and displaying shell specimen. She learned how museum curators communicate with colleagues throughout the world in their efforts to assemble the best possible museum displays. Dr. Abbott's comments on Kathy's involvement included praise for her diligence in performing the variety of curatorial tasks assigned to her.

Mark M.

Mark had a special interest in the hospitality field and, after exploring two community motels, decided on an in-depth experience at the Sheraton Inn. His experiences required him to work directly with a series of three assistant managers. His first task was to learn something about running the front desk, which included greeting and accommodating customers and maintaining related business records. Considerable time was devoted to assisting desk clerks in performing front desk management tasks. His second area of experience involved working in the kitchen to gain some understanding of the demands associated with running a successful restaurant. His final work area involved the study of requirements related to maintaining clean and pleasant rooms. Although he worked directly with cleaning crews, the manager in this area also helped him to understand the management aspects of this service.

Ann M.

After completing explorations with a veterinarian and at a local kennel, Ann decided on an in-depth study at Rainbow Kennels. She worked directly with the owner of the kennels and helped to feed and care for the daily needs of the animals. She also helped to keep the animal cages and facilities clean. Animal grooming was of particular interest to Ann, and she regularly assisted her employer in this area. After becoming familiar with the job of caring for and handling of animals, Ann kept a record of all activities occurring at the kennel during the course of a week. The employer helped Ann to use this information to analyze the business in terms of licensing needs, required knowledge of animals, business transactions and profits, and time commitments involved.

Janet P.

Working with small children had always appealed to Janet, so a learning-level experience at the Newark Day Care Center seemed appropriate to her interests. During this learning experience she worked directly with the children on a daily basis, and under the direction of her employer completed a series of special assignments designed to help her better understand the business and professional requirements related to running a community day care center. During her learning level, Janet (1) prepared a weekly menu for use at the nursery, (2) calculated the daily operating costs based on the number of children being served, (3) developed a nursery recreational plan for three to five year olds, (4) developed a fire escape system for the nursery and then compared it to the system being used, and (5) conducted a case study on a problem child with the goal of helping him to adjust to the day care center environment.

Sue S.

Sue was a very talented young lady with career interests in teaching and learning disabilities in students. After several explorations, she decided on a learning-level experience with the Newark School District speech and hearing therapist. Serving in an apprentice role, Sue developed an understanding of the equipment and tests used to diagnose and assist children with speech and hearing problems and assisted the therapist in conducting tests and providing treatment. Under the direction of the therapist, she developed an individual student case study in which she administered appropriate tests, determined the appropriate treatment, and administered the treatment to the student. An outgrowth of these experiences, which exposed Sue to many elementary students in the Newark District, was the development of a learning-level experience as a teacher aide to an elementary teacher.

Kathi S.

Having explored the fields of physical and occupational therapy as well as working with the hearing impaired Kathi decided on a learning-level experience in occupational therapy. This experience occurred at the Alfred I. duPont Institute, which is a privately endowed institute that specializes in providing treatment to physically handicapped Delaware children. While working with an occupational therapist, Kathi assisted with the processes of diagnosing patients' needs and determining the most appropriate treatment for preparing patients for given occupations. In addition, she had the opportunity to work directly with some of the patients in order to gain a better understanding of the human relationships and time related to preparing handicapped people for occupations. After completing her experiences at the Alfred I. duPont Institute, Kathi arranged for a learning-level experience at the Sterck School, a school for the hearing impaired.

Andrew T.

Andrew enjoyed listening to music and liked working with electrical equipment. These two interests were the basis for arranging a learning-level experience at Fred Kern's Recording Studio. Since the studio was not large, Andrew had the good fortune of working directly with the owner on all aspects of the music recording business. He assisted in setting up and operating the equipment used in making recordings, became involved in the repair and maintenance of recording equipment, and, to a lesser but significant extent, helped customers to understand what the instrumentation could do for their music.

Alan W.

After exploring the various jobs associated with publishing a newspaper, Alan decided to concentrate on learning more about the work of a reporter. A learning-level experience was arranged with a reporter working for the Newark Weekly Post. Experiences consisted of acting as an assistant to the reporter as he gathered the information needed to write newsworthy articles. Alan contributed personally to the writing of a feature article on City Council elections by interviewing all of the candidates involved in the elections.

Dorothy W.

Dorothy's learning-level experience was at Patterson & Schwartz, a local real estate agency. Her experiences involved working with one of the agency realtors in order to gain a thorough understanding of an agent's job. She traveled with the agent to appraise homes in the community, studied procedure used to promote sales, and assisted the agent in processing the required business transactions related to the sale and purchase of homes. She also worked with one of the agency secretaries in order to gain a better understanding of the administrative activities required to operate a real estate business.

The variety of student community experiences can be shown by identifying the community sites actually used by students. Table 1 relates the exploratory and learning-level experiences of project students to community sites. Table 2 provides an overview of student project experiences in terms of the kind and extent of their involvement. The four project components directly related to community experiences are included in this table.

Table 1

Student Exploratory and Learning Level Community Experiences

Community Sites	Number of Students Exploratory	Learning Level
A. I. duPont Institute (Treatment of physically handicapped children)	2	2
Attorney--Roeberg & Agostini	2	0
Attorney--Vance Funk	1	1
Central Middle School	2	1
Charlie B. Travels	1	1
Delaware Engineering & Design Corp.	1	1
Delaware Museum of Natural History	2	1
Dental Hygienist--Diane Sklut, Newark School Dist.	1	1
Dentist--Dr. Richard Stout	1	1
Downes Elementary School	1	0
Floyd I. Hudson Center (Community health & social services)	3	2
Greatglas (Glass instrumentation)	1	1
Hagley Museum	1	1
Icthyological Associates	1	1
Iron Hill Inn	1	0
Italo's Tailor Shop	1	1
Kern's Recording Studio	1	1
Kirkwood Animal Hospital	1	0
K & S Garage	1	1
Legislative Hall, Dover, Delaware	1	0
Lester Lumber Company	1	0
Lyons Studio, Inc. (Commercial art and photography)	1	0
National Weather Service	1	0
Newark Day Nursery (Child care center)	1	1
Newark Free Library	1	0

Table 1 (Continued)

Community Sites	Number of Students Exploratory	Learning Level
Newark Nurseries, Inc. (Garden shop)	1	1
Newark School District, Public Relations Office	1	0
Newark Weekly Post	1	1
Patterson & Schwartz, Realtors	1	1
Porter Chevrolet	1	1
Psychologist, School--Virginia Cruse	1	0
Radio Shack	1	1
Rainbow Kennels	1	1
Sheraton Inn	2	1
Speech Therapist, School--Mrs. Alfieri	1	1
State Police--Troop No. 6	2	0
Sterck School (For hearing impaired and deaf)	1	1
Stockpile (Clothing retail store)	1	0
Summer School Office	1	0
Sunnyside Day Care Center	2	1
Television Studio--WHYY-TV	1	1
The Van Shop (Custom design work)	1	0
University of Delaware, Architectural Drawing	1	0
University of Delaware, Theater Department	1	0
University Opticians	2	1
Veterans Administration Hospital	2	0
West Park Elementary School	1	1
Wilmington Airport	1	0
WNRK--Radio Station	1	1
Writer--Home of Betti Downs	1	0

Table 2

Nature and Extent of Students' Community Experiences

Student	Number Completed Competencies	Explorations	Learning Levels	Individual Projects
Ron B.	6	3	1	2
Sandra B.	2	1	0	1
Steve C.	6	2	1	5
David D.	6	3	1	5
Clifford E.	6	3	1	2
David F.	6	2	1	2
Rebecca F.	6	2	1	3
Leslie F.	6	5	2	2
Greg G.	6	3	2	2
Mark G.	6	4	3	4
Carol K.	6	3	2	2
Kathy M.	6	4	3	3
Mark M.	6	3	1	3
Ann M.	6	3	1	4
Janet P.	6	4	3	2
Sue S.	6	3	3	3
Kathi S.	6	3	2	2
Debbie S.	6	3	1	2
Andrew T.	4	2	1	1
Alan W.	4	2	1	3
Dorothy W.	6	3	1	2

CHAPTER VI

PROJECT EVALUATION

The goal of this project was the establishment of a successful Experience-Based Career Education program at Newark High School. Strategy for achieving this goal was directly related to accomplishing five objectives. The first of these objectives involved providing administrative guidance and support to project teachers. The support effort was ongoing, consisting of participation in district and building level project-planning activities, providing for program facilities and instructional materials, adapting program operations to Newark High School regulations, responding to staff requests for help, and providing assistance when teachers experienced problems with program operations. Involvement of the REAL staff in decisions affecting the program was considered one of the best ways to promote the establishment of a successful program. An assessment of the extent to which this objective was accomplished was made in June of 1977 when the REAL staff rated the effectiveness of the writer's support effort. The assessment instrument used is shown in Appendix Y. A total of 11 guidance/support factors were identified for evaluation. These factors and the rating responses of the two staff members are shown in Table 3.

Table 3

Administrative Support for REAL

Nature of Guidance/Support Effort	No. of REAL Teachers Giving an Effectiveness Rating of 1 Ineffective	2	3	4	5 Very Effective	Average Rating
Planning for implementation	0	0	0	1	1	4.5
Coordinating district and school implementation processes	0	0	1	0	1	4.0
Adapting REAL operational guidelines to NHS regulations	0	0	0	1	1	4.5
Providing program facilities	0	0	0	0	2	5.0
Providing for instructional materials	0	0	0	0	2	5.0
Gaining program support from NHS staff	0	0	0	1	1	4.5
Recruting students for REAL	0	1	1	0	0	2.5
Informing parents and community about REAL	0	0	1	1	0	3.5
Responding to requests for your assistance/support	0	0	0	0	2	5.0
Seeking your input when making administrative decisions affecting REAL	0	0	0	1	1	4.5
Overall guidance and support	0	0	0	1	1	4.5

Rating results indicate that REAL Program teachers perceived a high level of administrative support and guidance. The combined rating of 4.5 for overall guidance and support is consistent with the more specific support/guidance factors rated. The only below-average rating involved the recruitment of students factor. This low rating may well have been related to the fact that the writer's personal interaction with students, relative to the recruitment effort, was limited to student/parent group meetings and the telecasting of the REAL Program to all students. Personal efforts to help guidance counselors to thoroughly understand the potential for valuable student experiences in REAL may not have been recognized as an indirect, but calculated, student recruitment activity. As a building administrator responsible for all programs, the writer was reluctant to assume a more direct role in student recruitment.

The second objective was directed at gaining staff acceptance of the REAL Program. Procedures used to achieve this objective involved extensive dissemination of information about REAL to members of the regular teaching staff. It was recognized that if teachers failed to identify the merits of the program, they could exert a strong negative influence on its operation. Absence of staff acceptance and support might also tend to weaken the confidence that participating students had in the program. Although the precise extent to which this objective was achieved is difficult to assess, it is reasonable to assume that the first people to sense staff negativism would be program participants. Students and teachers involved in the program, therefore, represented the best evaluators of general staff acceptance. As a part of the total program evaluation in June of 1977, program participants were asked to rate the extent to which they thought other students and teachers

Table 4

REAL Teachers' Perception of Program Acceptance and Support by Newark High School Teachers and Students

Newark High School Group	No. of REAL Teachers Giving a Support Rating of 1	2	3	4	5	Average Rating
Teachers	0	0	0	2	0	4.0
Students	0	0	1	1	0	3.5

Table 5

REAL Students' Perception of Program Acceptance and Support by Newark High School Teachers and Students

Newark High School Group	No. of REAL Students Giving a Support Rating of 1	2	3	4	5	Average Rating
Teachers	0	1	9	11	0	3.48
Students	0	4	9	6	2	3.29

had accepted and supported REAL. Rating responses were made using a scale of one to five, with one indicating little or no acceptance and five indicating solid acceptance and support. Results of this assessment are shown in Tables 4 and 5.

Averaged rating responses by both teachers and students in the REAL Program indicate that the perceived level of program acceptance was above average. Program teachers tended to perceive a slightly higher level of acceptance than program students. Program teachers and students both perceived the acceptance level of teachers to be slightly greater than students. Whereas neither program teacher perceived the acceptance level by teachers and students to be below average, five program students did perceive below-average acceptance by either teachers or students.

The third objective involved the establishment of effective student recruitment procedures. Recruitment of students for the initial phase of the program was a formidable challenge, since students were totally unaware of REAL until seven weeks before it began. The fact that all students entering the program had to make major schedule changes, including the dropping of full-year courses at midyear, substantially increased the challenge. In spite of these obstacles, recruitment procedures persuaded a total of 28 students to submit applications and resulted in the enrollment of 21 students for the second semester of the 1976-77 school year. This number represented one student more than the projected starting number. The enrollment of 37 students for the 1977-78 school year was just three students less than the projected enrollment for the second year of program implementation.

Objectives four and five involved the production of materials designed to explain the REAL Program to students, teachers, parents, and other interested people. Materials produced included transparencies which describe the REAL Program, written descriptions of EBCE and REAL, a program flyer, and numerous descriptions of program guidelines. In addition, a booklet titled Building Administrator Guidelines for Implementing an EBCE Program was developed to promote the dissemination of EBCE to high schools beyond the Newark School District. All of these materials have been included in the report as appendices items.

Internal Evaluation of the REAL Program

The worth of any program will ultimately be judged on the basis of how well it serves student needs. Process and product objectives are of dubious value unless one can demonstrate that the attainment of such objectives results in the establishment of a program that does, in fact, serve the needs of the students involved. Due to the writer's frequent visits to the learning center, there were numerous occasions to chat with program students about their activities. These informal discussions suggested that students valued their program experiences. In addition, program teachers frequently expressed great satisfaction with the performance of students and were excited about the valuable learning experiences students were having. Although these communications were encouraging and indicated the program was functioning well, a more formal evaluation of the program was desired. This was accomplished by using an assessment instrument designed to indicate how students and teachers perceived the value of REAL Program provisions and experiences. The assessment instrument, shown in Appendix Z, identified a total of nine program provisions and four student growth factors related to program experiences. Students were asked to rate the value of program provisions and experiences using a one to five rating scale. A rating of one indicated little or no value, and five indicated great value. Results of this assessment are shown in Tables 6 and 7. Although the assessment instrument was constructed primarily for students, program teachers were asked to complete the rating process by basing responses on their perception of how each of the provisions and factors had helped students. Results of teacher responses are shown in Table 7.

Table 6

Value of REAL Program Provisions and Experiences
As Perceived by Students

Program Provision or Growth Factor	No. of Students Giving Rating of 1 Little Value	2	3	4 Great Value	5	Average Rating
Short-term community exploration	0	0	3	7	11	4.38
Learning level projects at community sites	0	0	2	4	15	4.62
Predesigned project activities	2	4	5	5	5	3.33
Competencies	1	1	11	4	4	3.38
Journal communications	3	6	4	3	5	3.04
Seminars	6	8	3	3	1	2.29
Opportunity to use own learning style	0	1	4	6	10	4.19
Opportunity for learning in desired areas	1	1	0	6	13	4.38
Overall rating of all program provisions	0	0	3	6	12	4.42
Increased awareness of career options and opportunities	0	0	3	7	11	4.38
Increased level of self-direction and responsibility	2	0	4	6	9	3.95
Improved utilization of time for learning	2	3	2	8	6	3.62
Increased relevancy of classroom and other learning experiences	1	3	8	5	4	3,38

Table 7

Value of REAL Program Provisions and Experiences As Perceived by Teachers

Program Provision or Growth Factor	No. of Teachers Giving Rating of 1 Little Value	2	3	4 Great Value	5	Average Rating
Short-term community exploration	0	0	0	0	2	5.0
Learning level projects at community sites	0	0	0	0	2	5.0
Predesigned project activities	0	0	1	1	0	3.5
Competencies	0	0	1	0	1	4.0
Journal communications	0	0	0	0	2	5.0
Seminars	1	0	0	1	0	2.5
Opportunity to use own learning style	0	0	0	2	0	4.0
Opportunity for learning in desired areas	0	0	0	0	2	5.0
Overall rating of all program provisions	0	0	0	0	2	5.0
Increased awareness of career options and opportunities	0	0	0	0	2	5.0
Increased level of self-direction and responsibility	0	0	0	1	1	4.5
Improved utilization of time for learning	0	0	1	1	0	3.5
Increased relevancy of classroom and other learning experiences	0	0	0	0	2	5.0

Perhaps the most significant student rating is the 4.42 average for overall program provisions. This is the highest average rating of any of the factors judged and clearly reveals the extent to which students value REAL Program provisions and experiences. A rating of 5.0 indicates a similar perception of overall program value by teachers. Only two provisions, seminars and journal communications between students and teachers, had a larger number of students giving below-average ratings than above-average ratings. Seminar provisions are of particular concern, since 14 of the 21 students rated them below average. This low rating is consistent with the perception of teachers who gave an average rating of only 2.5 to this program provision. In contrast to this consistency, both teachers gave journal communications a top rating, while nine students rated this provision below average. There is an obvious difference of opinion between students and teachers regarding the value of this provision. This, however, is the only instance where teachers and students have placed a sharply contrasting value on a program provision or experience. In all of the other factors rated, there is a striking similarity between student and staff perceptions of program values.

External Evaluation of Project REAL by Educational Testing Service

Although results of student and teacher rating assessments indicated the REAL Program was providing valuable learning experiences for students, these assessments were not designed to measure specific student gains. The need to measure career and subject matter gains was clearly recognized, however, and was included as part of the district project evaluation plan. In keeping with federal requirements for external evaluation of federally funded projects, the Newark School

District contracted with Educational Testing Service (ETS) to provide this evaluative service. The scope of the planned evaluation by ETS for Project REAL's first year of implementation included evaluation questions designed to determine the extent to which (1) Project REAL had been implemented in accordance with the project proposal, (2) student process objectives and product outcomes had been attained, and (3) assurances specified by the United States Office of Education had been achieved. Dr. Ray Wasdyke was designated third-party project evaluator from ETS. His evaluative approach involved establishing a cooperative working relationship with the project manager and district personnel involved with Project REAL. As a building administrator, the writer was kept fully informed of planned evaluation activities, had ample opportunity to contribute to evaluation planning, and frequently met with Dr. Wasdyke and the program manager to coordinate evaluation activities.

With regard to measurement of student product outcomes, ETS assured the Newark School District that the evaluation design would provide reasonable evidence to distinguish REAL Program-related gains by students from nonprogram-related gains. Two testing instruments were used in conducting student outcome evaluations. A basic premise of Project REAL was that project students' performance in basic skill areas would be equal to performance levels of students enrolled in traditional high school programs. The California Test of Basic Skills (CTBS) was administered to all project students using a pretest-posttest design. Assessment of student achievement was determined using the CTBS norming sample as the comparison group. Analysis of the data collected indicated that although REAL students' performance fluctuated in some basic skill areas, they maintained their overall standing compared to the national norming sample. The Assessment of Career Development (ACD) test was used to measure growth in job and career planning knowledge. As in the case of the CTBS test, a pretest-posttest assessment process was used. In contrast to the testing assessment used for the CTBS test, the absence of a norming sample for the ACD test made it necessary to identify and test an internal control group of students. Since Newark High School had the largest number of students participating in the project, it was decided to identify some Newark High School students as the control group. Initial plans called for identifying a control group of 50 juniors and 50 seniors. Due to the nature of the testing, it was recognized that some students would not be willing to participate. Three junior and three senior homeroom groups were chosen at random to participate. Since there were approximately 30 students in each homeroom, there was a potential of 180 students for the control group. As anticipated, this number was reduced to approximately 100 at the time of pretesting. Additional student losses in control group posttesting eventually reduced the control group to 66. Copies of the communications used to solicit students for control group involvement are included in Appendix AA. Analysis of the data collected from ACD tests indicated that the job and career planning knowledge of Project REAL students tended to improve a small amount between pretest and posttest administration: however, a comparable increase was also demonstrated by the control group. Thus, it was not possible to attribute Project REAL student performance in this area to project-related activities. These findings compared with students' perception of gains in this area suggested that the ACD instrument may not have been the most appropriate instrument for use in measuring the growth of career education attributes. It was recommended that an investigation be undertaken to identify an alternate instrument for future evaluation efforts in this area.

One additional factor was judged in connection with the student outcome evaluation by ETS. Project REAL required students to complete at least seven competencies designed to equip students with "survival skills" needed for adult living. Successful attainment of each competency was to be certified by a community representative. Evaluation of this project component indicated that Newark High School students completed six competencies. Evaluative findings also revealed that in some cases regular high school teachers were used as competency certifiers in lieu of community representatives.

Project REAL student process evaluation by ETS focused on four questions. Were project students placed in community exploratory and project learning activities? Were project students awarded credit toward a high school diploma for successful completion of program activities? Did Project REAL implement sex-fair guidance, placement, counseling, and followup services? Did Project REAL implement a student assessment program? Evaluative conclusions and recommendations for this area of the evaluation report were as follows:

> Conclusions:
>
> The findings of this section suggest that Project REAL's student processes (i.e. activities) have been implemented as planned. The data collected indicate that project students have completed the required number of exploratory experiences and project experiences. Also, an analysis of the career explorations and projects indicates that Project REAL students were exposed to a broad array of jobs or job clusters. Learning Site Analysis Forms (LSAF's) have been prepared by Project REAL staff for each community work site. However, in many cases, LSAF's were completed without direct contact with job representatives. This arrangement may have an unknown effect on the extent to which LSAF's reflect job site activities.

Project REAL students have been awarded credit toward a high school diploma in each of the three project high schools in a manner consistent with published guidelines and policies. A comprehensive student assessment program has been implemented and is utilized by project staff in the preparation of individualized student learning experiences. An area in which Project REAL has not proceeded in a way consistent with its stated plans is reviewing project related materials for possible sex-bias. Although student process objectives have been developed in this area and materials have been selected to review project materials, a systematic set of procedures have not been developed or implemented in this area of concern.

Recommendations:

The following recommendations are based on the findings that indicate that improvement is needed in the preparation of LSAF's and in reviewing materials for sex-fairness:

1. LSAF should be developed and prepared incorporating direct contact with employer representatives.
2. A set of procedures should be developed and implemented for systematically reviewing all project related materials for sex-fairness.

The Year 1 Third-Party Evaluation Report for the REAL Project provides details of the previously summarized student process and outcome results. A complete copy of this report is included in Appendix BB. It includes evaluation of activities conducted at the three district high schools as well as district level activities and is, therefore, far more encompassing than the activities in which the writer was engaged. It does, however, help to provide an overview of how activities at Newark High School have contributed to the implementation of Project REAL in the Newark School District.

Performance Review of Project REAL by the U. S. Office of Education

In April of 1977, Joseph Dzurenda, Region III program officer for the United States Office of Education (USOE), headed a team of five people in conducting a performance review of Project REAL. The purposes of the performance review were to (1) assess project administrative and management accomplishments, (2) ascertain extent of achievement of goals and objectives for the review period, (3) identify project strengths and weaknesses, and (4) make recommendations for improvement. Reviews of this kind are required annually for federally funded projects, and team observations and recommendations serve as important criteria in determining continued project funding by the U. S. Office of Education. Prior to the arrival of the review team all project personnel were given a list of evaluation questions related to program, community resources, guidance and counseling, administration, and evaluation. These questions served as a guide in preparing for the review process. The report from the review team was received in June, 1977, and provided a positive assessment of the first year of Project REAL operations. The following was taken from this report.

OVERALL SUMMARY

A. Program

The EBCE Project was approved for the Newark School District on October 1, 1976, and the evaluation team appreciates the difficulty of implementing the project in three high schools involving 43 students and staff after the school year had already begun. The administration and staff is to be commended for dealing with program implementation in a most effective manner under difficult circumstances.

B. Community Resources

The development of community resources was enhanced as a result of the rapport established with various sites by a previous career education program within the Newark School District. A significant accomplishment by the Project REAL staff is the recruitment of over 80 sites representative of the 15 career clusters to meet the needs of students participating in the program.

C. Guidance and Counseling

The administration is to be commended for their selection of persons competent in guidance and counseling for the program.

The counselors in Project REAL have developed strategies for a highly structured counseling program and have begun incorporating EBCE concepts into their daily activities.

D. Administration

The accomplishments of the project can be credited to the enthusiastic leadership provided by the: school administrators, teachers, Advisory Council, and parents of the students involved. It is the opinion of the evaluation team that the objectives as outlined in the management plan (for 1976-77) have been accomplished on schedule. The review team recognizes the burden placed on the School District in providing its share of administrative planning for the court-ordered desegregation guidelines. Despite that concern requiring school administrators to spend a great amount of their time on court-ordered tasks the administration still implemented the EBCE model project on schedule. The evaluation team suggests that the EBCE model can make a significant contribution to the required desegregation effort.

Recommendations from the Performance Review Report of the Career Education Instructional System on November 17, 18, and 19, 1976, have been accepted and acted upon in a positive manner by the administrators of the Newark School District. The review team was impressed with the District's effort in dissemination activities of the past and current Part D projects.

E. Evaluation

The third party evaluation of the project seems to be proceeding on schedule. The obvious structure of the evaluation plan in conjunction with the program's objectives and management plan allows all project staff and others involved with the program to review the evaluator's progress as well as to anticipate and prepare for forthcoming activities in the project.

Included in Appendix CC is a list of people on the performance review team, the evaluation team's agenda for the three-day review process, a list of evaluation questions, and a complete copy of the USOE Performance Report.

CHAPTER VII

INSTITUTIONALIZATION OF THE REAL PROGRAM

Institutionalization of the REAL Program represented a year-long effort consisting of planning and preparing during the first half of the 1976-77 school year and putting the program into operation during the second half of the year. Planning and preparing activities consisted of: (1) establishing program operational procedures; (2) adapting procedures to Newark High School; (3) identifying resources and facilities; (4) hiring of staff; (5) training of staff; (6) organizing program components and instructional activities consistent with program objectives; (7) presenting REAL to staff, parents, students, and community; and (8) recruiting of students. The first group of 21 students began their involvement in REAL on January 27, 1977, which coincided with the beginning of the second semester. The first week of program activities was devoted to a comprehensive review of program components, discussion of operational and student accountability procedures, implementation of a comprehensive testing program, and providing personal and career counseling to students. Thereafter students became involved in program activities consistent with their individual needs.

The operation of the program during the second half of the school year was considered the pilot phase of the three-year implementation process. A workshop was conducted for the district staff of Project REAL during the summer of 1977. The purpose of this workshop was to refine program components and instructional procedures based on the experiences of students, staff, and community employers, and from data gathered by the project's third-party evaluator. Although all program procedures were reviewed and many refinements were made, particular emphasis was directed at improving the competency component, upgrading seminar experiences, and refining learning site analyses. It is significant that all of the basic components of the REAL Program were retained. During the subsequent two years of project implementation, program refinement would undoubtedly occur; but pilot phase experiences had successfully established the basic operational procedures and instructional components for the REAL Program.

Resources for Establishing Program

Establishment of the REAL Program at Newark High School represented an integral part of a larger district project. Since this project was federally funded, most of the implementation expenses were paid for through the federal grant. Approximately $190,000 was budgeted for program implementation the first year. About $40,000 of this total came from local funds. A complete breakdown of the project budget appears in Appendix DD. Since Newark High School was one of three district high schools involved in the project, it is accurate to conclude that approximately one-third of the budgeted funds were used in either direct or indirect support of Newark High School activities. Although the budget does not identify any state support, this is misleading. The Delaware Department of Public Instruction did approve the REAL Project for vocational support, and the Newark District did receive state support funds. Since such funds are not earmarked for use in specific vocational programs, it was possible to use the funds generated in other approved vocational programs.

In retrospect, the actual cost of operating the REAL Program at Newark High School was surprisingly low. If one excludes the costs for start-up equipment and personnel, approximate costs for the first half year of program operations would be: software - $200; instructional materials - $300; telephone - $200; and travel $400. This level of expenditure is well within the limits of expected allocations from state and local sources after federal support is no longer available.

CHAPTER VIII

DISSEMINATION OF INFORMATION

Since federal support for exemplary programs requires a dissemination commitment, this provision was included in the original project proposal. Each of the three district high schools was designated a demonstration site to provide visitors the opportunity to interact with program staff and students and secure program information. In addition, all staff members associated with the project were committed to helping with dissemination activities beyond the school site.

Before the program was started, staff members from the Department of Occupational-Vocational Education at the University of Delaware, as well as representatives from the State Department of Public Instruction, participated in portions of the staff training program in November, 1976. As a result of this exposure, they became familiar with the REAL Program and were able to disseminate information through state channels and University classroom activities.

Although project plans do not involve extensive dissemination effort during the first year of implementation, many events and activities contributed to publicizing of the REAL Project. The use of radio, newspapers, and information flyers in and beyond the Newark community was described earlier in this paper. Some program students and the REAL staff participated in a breakfast meeting sponsored by the Newark School District Advisory Committee on Career Education. The purpose of this meeting was to give community representatives a perspective of how career education was being implemented in district high schools. In keeping with dissemination commitments, the project manager: (1) conducted an afternoon inservice program on REAL for interested staff members at William Penn High School, a high school adjoining the Newark District; (2) hosted the president of the Board of Education of Springfield, Pennsylvania, School District, who requested a visit for the purpose of reviewing the community component of our career education program; (3) made a presentation on Project REAL to the Newark Rotary Club; (4) helped adapt components of the REAL Program to other Newark District programs, including programs for the hearing impaired, disruptive students, and special education; and (5) hosted a visit of the Career Education Committee from the Delaware Advisory Council for Career and Vocational Education to Newark High School for the purpose of seeing the REAL Program in operation.

Dissemination activities of the type described will continue during the second year of implementation, but a major dissemination effort is planned for the third and final year of project implementation. Staff consultant services and program materials will be utilized in state inservice programs jointly developed by program administrators and personnel from the State Department of Public Instruction. The writer has attempted to complement this planned dissemination thrust by developing a set of building administrator guidelines for implementing a high school program in EBCE. These guidelines, presented in booklet form, have been included in Appendix EE.

A final development, which may profoundly influence the dissemination process, recently occurred in connection with a court order to desegregate the schools in New Castle County, Delaware. In this massive desegregation process, 11 independent school districts, involving approximately 70,000 students including those in the Newark District, are scheduled to become a single school district as of June 30, 1978. The district will be subdivided into four administrative regions. In the process of planning for curriculum direction for the total district, Dr. Primo Toccafondi, project manager for REAL, was called on to assist in the development of a K-12 career education plan. Recommendations resulting from this planning effort include the establishment of EBCE programs in at least one high school in each of the four regions. A provision of this kind would create the potential for any high school student in the New Castle County School District to participate in a program like REAL. A program proposal has already been written and an application for federal assistance has been processed. If the proposal is approved, a total of two million dollars will be available to implement a K-12 career education program which includes EBCE at the high school level. Should this happen, the Newark High School REAL Program will be a focal point for demonstration and dissemination activities for many years.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

Throughout this project report the writer has attempted to focus on the responsibilities to which a building administrator must attend in order to successfully establish an EBCE program. Because the program implementation process at Newark High School represented an integral part of a larger district project, it was necessary to coordinate certain activities with the larger project. Concluding comments therefore reflect this building program-district project relationship.

Preliminary planning for program implementation focused on the following tasks: (1) adapting the Northwest Regional Educational Laboratories' version of EBCE to Newark District high schools, (2) translating grades and credits earned through EBCE experiences into a regular academic format, (3) identifying privileges and responsibilities for program students, (4) identifying and resolving community-related problems such as student transportation arrangements and insurance requirements, (5) providing for needed program facilities and arranging for the purchase of instructional materials and equipment, (6) defining staff roles and responsibilities, and (7) coordinating building program and district project activities. Although some of the procedures and guidelines established during this preliminary planning stage were later modified based on program experiences, each of these tasks proved to be of critical importance in establishing a foundation for implementation. Educators who plan to implement an EBCE program may not have to coordinate their efforts with a larger district project, but all other tasks merit careful attention.

When selecting teachers for an EBCE program, subject area specialization is not a critical factor. Since teachers function as facilitators and managers of learning, it is far more important to select imaginative, broadly educated teachers who have the ability and inclination for personal interaction with students. Maximum effort should be directed at recruiting teachers from the existing building staff. Learning experiences and activities in an EBCE program contrast so sharply with conventional classroom experiences that some very interested students may be understandably concerned about making a program commitment. The presence of program teachers who have already established solid reputations as regular teachers within the school will greatly enhance the creditability of a new EBCE program. Teachers entering an EBCE program must be given sufficient time and assistance in preparing for instruction. A week-long training experience conducted by teachers and administrators experienced in EBCE is critical to success. Also, teachers should have a minimum of three additional weeks to plan for instructional activities and to develop and organize instructional materials. A four- to six-week summer workshop is strongly recommended. During this time, community coordinators must also begin to identify community learning sites. Initially, the identification and development of good community sites and the writing of student projects place heavy time demands on an EBCE staff. It is therefore wise to place appropriate limits on student enrollment.

Although the availability of learning sites varies, in communities like Newark, Delaware, a 20 to 25 student limit for two teachers represent a reasonable starting enrollment.

Implementation of an alternative program in any school is bound to receive close scrutiny by the teaching staff. An EBCE program which relies on extensive community support will also be judged by many people in the community. Since program success is directly related to program acceptance by staff and community, it is important to disseminate information aimed at gaining acceptance. Public media such as radio and newspapers as well as school publications should be used to inform the community of the program. Information disseminated via these means provides strong support for the community coordinator's efforts. It is naive to think that a teaching staff will accept an EBCE program without question. It is not only necessary to provide teachers with a thorough explanation of the program, but they must also be given the opportunity to have their questions answered. A full faculty meeting followed by meetings with work-experience coordinators and other interested teacher groups proved very effective at Newark High School. Efforts to gain acceptance of the Newark High School REAL Program were successful to the extent that program teachers and students perceived solid acceptance by the staff, and in excess of 90 community learning sites were identified during the first year of REAL.

Student recruitment efforts proved very effective during the 1976-77 school year. In spite of the midyear starting time, more students applied for admission to REAL than could be accepted. Enrollment for the 1977-78 school year was slightly lower than projected. The recruitment process involved four major phases and is recommended for consideration by other educators.

Phase 1 -- Introduce all students to the program. This was accomplished through the use of closed circuit television.

Phase 2 -- Make special presentations to small groups of interested students. This was accomplished by inviting students to meet with project teachers to receive more information about REAL. Program teachers also visited many classrooms to make presentations.

Phase 3 -- Schedule individual student conferences for all students comtemplating program entry.

Phase 4 -- Present the REAL Program to parents of interested students. This was done by inviting parents to an evening meeting where the program was explained.

Evaluations conducted during the pilot year identified a number of program strengths and weaknesses. Among the program weaknesses identified, establishment of a good competency component was recognized as being the most critical. There were two primary reasons for problems in this area. First, the extent to which a basic competency can be mastered can vary greatly from one student to another. Some students were interested in gaining a very thorough mastery of competencies, and others simply wished to acquire a very basic level of mastery. Although this depth of mastery problem remains unresolved, it is very likely that future competency activities will involve more than one level of performance. A basic performance level may be required for all students with an option to complete additional activities and experiences based on individual student interest and need. This adjustment would eliminate the problem of a given competency being too basic for some students and too advanced and time consuming for others. A second reason for competency component problems was related to the fact that one teacher developed the competency materials, and the other teacher used the materials to work with students. Although either the community coordinator or the learning manager could justifiably assume responsibility for directing student learning in competencies, it is recommended that the staff member directing the learning activities should also develop the study materials. The program component receiving the lowest rating by both students and staff was student-employer seminars. The major reason for problems in this area was related to the reluctance of community employers to commit extra time to seminar activities. In order to make a stronger contribution to the total program, it may be desirable to reduce the number of seminars to two per year and arrange for luncheon seminars. This seminar format is being considered for the future at Newark High School.

One of the most successful and encouraging developments has been the willingness of community employers to host students in nonpaid work roles. This might well have been a major problem instead of a major strength. Student ratings for community experiences were uniformly high, and most students credited their job-site experiences with greatly increasing their awareness of career options and opportunities. The fact that students gave a very high rating (4.2) for overall program provisions indicates that although there were program component weaknesses, the most important program components were functioning very well. A final provision that was of particular significance to program success was the opportunity for students to carry regular courses while participating in

REAL. Although it was possible for students to earn all required credits within the REAL Program, most chose to earn some credits via regular class attendance. There were at least two reasons for this development. First, many students were college bound, and the more structured instruction in regular mathematics and English classes was perceived as necessary for a solid college foundation. Secondly, the combination of REAL and regular classroom experiences allowed for more extensive social interaction with friends who were not in REAL. Regardless of the precise reasons, this provision apparently offered students "the best of both worlds" and was vital to program success.

Only one major program change occurred as a result of first year pilot experiences. This change involved program structure rather than content. Program REAL was initially conceived as a one- or two-year program. However, experiences indicated that students could derive many benefits by participation for only a half year. A structural adjustment of this kind only required minor changes in program organization and resulted in maximum flexibility for students to enter or leave the program. Students in other schools may not require this flexibility, but the possible need for this provision should not be overlooked.

At the conclusion of the pilot phase of implementation, project teachers were pleased and enthusiastic about the future of REAL and the prospect of their continued involvement. At times during implementation they experienced great frustration and extreme pressure, but satisfaction derived from the positive feelings and accomplishments of their students did much to offset these pressures. It is well to remember that even if teachers are given appropriate training and time to prepare for the start of an EBCE program, they will experience pressure and frustration. The absence of strong administrative support can compound this pressure and threaten the success of a program. Conversely, administrative concern and responsiveness will greatly enhance the potential for program success.

PRACTICUM OBSERVERS

Mr. Francis J. Higgins
Supervisor of Occupational Education
Newark School District
83 East Main Street
Newark, Delaware 19711
(302) 731-2000

Mr. William J. Stockebrand
Principal
Newark High School
East Delaware Avenue
Newark, Delaware 19711
(302) 731-2151

Dr. Primo Toccafondi
Career Education Coordinator
Newark School District
83 East Main Street
Newark, Delaware 19711
(302) 731-2000

GLOSSARY

Career Education - The total of all instruction and activities, provided at all grade levels, conducted for the purpose of informing students about careers, career options, and career opportunities.

Community Coordinator (CC) - A title used to describe a teacher who is responsible for identifying and describing learning sites in the community and assisting students to plan for learning experiences at community sites.

Community Employer or Employer - A person at a community learning site who works cooperatively with a nonpaid student in order to help the student learn more about specific careers, career options, and opportunities.

Community Experiences for Career Education $(CE)_2$ - A specific program in Experience-Based Career Education piloted by the Northwest Educational Laboratory in Tigard, Oregon.

Community Learning Sites - Any community location (business, industry, public or private agencies, museums, etc.) at which adults are gainfully employed.

Competencies - A term used to describe a set of basic learning areas associated with surviving in the adult world. Examples of competence areas include the development of basic skills related to balancing a checkbook and filing income tax reports. Competency information is studied in the school learning center and appropriate community certifiers confirm students' mastery of competencies.

GLOSSARY (Continued)

Experience-Based Career Education (EBCE) - An alternative program for high school students characterized by study through individualized project activities which relate academic work with extensive career experiences at community sites. Career experiences through community involvement represent the focus of program activities.

Exploratory or Short-Term Career Experiences/Short-Term Community Exploration - Synonymous expressions used to describe a student's learning experience at a community site which requires no more than three days.

Journal Communications - A record of written communications between a learning manager and a student. Communications are confidential and focus on student's day-to-day experiences in program activities.

Learning Center - A school classroom in which program students do all of their in-school work. Students work independently or in small groups and the learning environment is informal.

Learning Level Project/Long-Term Career Experience - An individualized project designed to give a student the direction to make an in-depth study of career options and opportunities at a given community site. Learning level projects require from three to thirteen weeks at a community site.

Learning Manager (LM) - A title used to describe a teacher who is directly responsible for guiding the individualized learning experiences of students. A learning manager is a facilitator of student learning and works cooperatively with students when writing their learning level projects.

GLOSSARY (Continued)

Learning Site Analysis Form (LSAF) - A form used to describe a community site and analyze its potential for student learning experiences.

Predesigned Projects - Nonindividualized student projects, involving both classroom and community experiences, which may be done by all or some students. Projects of this kind are used to introduce students to career-related community experiences.

Project Manager/Project Coordinator - Synonymous titles used to describe the person responsible for coordinating the EBCE project at the district level.

Relevant Experiences for Alternative Learning (REAL) - The title given to the EBCE programs in the three Newark District high schools.

Seminars - Meetings in which all or some program students meet with one or more community employers to discuss activities and opportunities related to community learning sites.

Survival Skills - An expression used to describe basic learning levels associated with the completion of competencies.

Work Experience Program or Work Study Program - High school programs involving distributive, diversified, and office occupations in which students learn through paid job experiences at community sites. Teachers coordinate job experiences with classroom activities.

Work Experience - An expression used to describe the career experiences of a REAL Program student at a community site. Students are not employed and receive no pay for these experiences, and therefore should not be confused with student experiences in work experience programs.

BIBLIOGRAPHY

Hoyt, Kenneth B. Career Education: Contributions to an Evolving Concept. Salt Lake City: Olympus Publishing Company, 1975. 425 pp.

National Institute of Education, The. The Community is the Teacher -- EBCE. Washington: U.S. Department of Health, Education and Welfare, 1975.

National Institute of Education, The. "EBCE--What is it? How does it work? Can it work for you?" Washington: U.S. Department of Health, Education and Welfare, 1976.

Northwest Regional Educational Laboratory. Experience-Based Career Education: Management & Organization. 1976.

U.S. Chamber of Commerce. Career Education: What It Is and Why We Need It. Washington: Chamber of Commerce of the United States of America, 1975.

APPENDICES

APPENDIX A

Educational Research Laboratories Involved with EBCE Development

Demographic Characteristics of the Four Projects

EDUCATIONAL RESEARCH LABORATORIES INVOLVED WITH EBCE DEVELOPMENT

ALE	Appalachia Educational Laboratory Box 1348, Charleston, West Virginia 25325
FWL	Far West Laboratory for Educational Research and Development 1855 Folsom Street, San Francisco, California 94103 (EBCE Program in Oakland, California)
NWREL	Northwest Regional Educational Laboratory 710 S.W. Second Avenue, Portland, Oregon 97204 (EBCE Program in Tigard, Oregon)
RBS	Research for Better Schools, Inc. 1700 Market Street, Philadelphia, Pennsylvania 19103

* * * * *

DEMOGRAPHIC CHARACTERISTICS OF THE FOUR PROJECTS 1974-75 SCHOOL YEAR

	FWL	RBS	AEL	NWREL
Number of Students	110	275	120	60
Grade Levels of Students	10-12	9-12	11-12	11-12
Student Ethnic Characteristics	ethnically mixed	majority black	predominantly white	all white
Geographic Location/ Description	Oakland, California (urban)	Philadelphia, Pennsylvania (inner city)	Charleston, West Virginia (urban/rural)	Tigard (Portland), Oregon (suburban/rural)
Approximate Number of Employer Sites	140	100	100	125
Number of EBCE Graduates	32	72	130	24

Source: The Community is the Teacher: EBCE, National Institute of Education; Department of Health, Education and Welfare.

APPENDIX B

Summary of Common Elements of EBCE -- $(CE)_2$ Version

Schematic -- EBCE Curriculum Path

COMMON ELEMENTS OF EBCE —— NWREL VERSION

Curriculum

SYSTEM OF STUDENT LEARNING

There is a repeating cycle of activities that guides the development of student learning plans. The cycle includes assessment, negotiation, performance, evaluation and integration of the learning experience by the student. Within this system student learning experiences are:

1. individualized--
    a. based on assessment of abilities and needs
    b. negotiated within program requirements
    c. oriented toward life goals
2. integrated--combine Basic Skills, Life Skills and Career Development
3. reality-based--planned within actual adult tasks and activities at community sites

CERTIFICATION OF LEARNING

Although a student's work in the program is not broken out into standard courses and units of credits, and grades are not routinely assigned, students are required to complete their work at a performance level appropriate to their abilities. Until this performance level is achieved, students do not receive credit for successful completion. Other features of the program are:

1. evaluation criteria are individually negotiated between staff and student
2. evaluation and certification of each learning experience is done by the person most qualified to do so, including staff, parents and community volunteers

A certification portfolio serves the dual purpose of recording and certifying a student's accomplishments in the program. The portfolio consists of a one-page offical document that summarizes the student's performance and a narrative section describing in more detail the unique learning experiences the student has had. The portfolio was developed with the needs of several audiences in mind. It includes information that would be needed by students, parents, high school placement officials, potential employers and college registrars.

PROGRAM GRADUATION REQUIREMENTS

Requirements for successful completion of the program are unique and related to the curriculum design. Requirements for students graduating from the program are couched largely in performance terms which specify numbers and types of activities to be completed. Individual content requirements are negotiated with each student to relate curriculum goals with the kinds of information and skills that particular young person needs to continue pursuing personal career and lifestyle goals on a lifetime basis. Program requirements are as follows:

> Each year, students must complete ten projects, two in each Life Skills area.
>
> All thirteen competencies must be completed by all students (whether they enter as juniors or seniors).
>
> Each year, students must complete a minimum of five career explorations and generally demonstrate adequate use of employer/community site resources and opportunities to the satisfaction of staff and employer instructor.
>
> Waiver Clause: Any of the above requirements may be modified or waived on the written recommendation of a staff member and approval by the program administrator.

These graduation requirements are accepted by both the State Department of Education and the parent high school as different from but equal to traditional requirements. The comprehensive and integrated curriculum is reflected by the requirements, and there is provision for negotiation of individual student programs within the framework of the requirements.

GROUP EXPERIENCES

The program is highly individualized and many of the students' learning activities are pursued independently at community work sites. However the desirability of group interaction with peers is recognized and provided for. Throughout the program year there are various planned group experiences, such as seminars, student meetings, retreats and evening gatherings with parents and community volunteers.

MODE OF LEARNING

Individual program learning strategies combine experiences in Life Skills, Basic Skills and Career Development and help students achieve the kinds of growth outlined in the program's outcome goals for each area. All strategies reflect the EBCE concept of learning as the process of integrating knowledge and experiences from many areas and encourage students to become self-directed learners who regard their education as an ongoing and lifetime process. Taken together they comprise the student's individual learning plan and their implementation should follow the basic learning plan cycle of assessment, prescription, evaluation and integration.

Career Explorations are three- to five-day student encounters with the people and job tasks related to occupations that interest them. At community sites of their choice, students complete Exploration Packages that help them practice investigation and assessment techniques they can use in career planning throughout their lives.

Projects are individualized, problem-centered guides to help students blend learning objectives from Life Skills, Basic Skills and Career Development in activities performed largely at community sites of their choice. Project design and processes encourage students to manage their own learning and to perceive the relationships among personal goals, career options and specific knowledges and skills. In effect they are the "starting blocks" and "direction finders" students use to define and pursue immediate learning goals and to examine and refine broader career/life aspirations.

Both learning and skill building levels enable students to follow through on their career explorations of community sites by returning for longer and more indepth learning experiences. Both types of site use involve the student extensively with the people, equipment and other resources available at workplaces in the community.

On learning levels students gain practice in job skills through skill development activities and achieve Life Skills and Basic Skills objectives through individualized projects negotiated for each site. On skill building levels the student commits to a training program in the entry-level skills needed for employment in a given occupation. Projects are optional for skill building levels.

Competency certification is the process whereby students demonstrate their proficiency in various survival tasks such as driving an automobile, filling out tax forms, establishing a bank account. Students manage their own use of resources and scheduling of appointments with members of the local community who serve as competency certifiers.

MODE OF LEARNING (cont.)

The journal is a way for students and staff to share thoughts and feelings with each other through a series of journal entries written and responded to on a regular basis over an extended period of time. Journals also help staff to assess and deal with student writing and communication abilities and to generally support student growth.

Employer seminars are regular meetings of students with employers and other community people to discuss career development topics. The seminars help students better perceive issues and trends occurring nationally through frank discussion with individuals from the local community who are impacted directly by such issues as the changing work ethic, job discrimination, retirement and career mobility.

USE OF ACADEMIC COURSE WORK

Most of a student's learning program is designed around real work and learning experiences at community sites. But whenever it is appropriate to a student's goals, that student may enroll in selected classes at the high school or community college. Educational opportunities at the high school and community college are another valuable resource to consider as an option to achieve learning, career and life goals.

CAREER PLANNING AND DECISION-MAKING

Beginning with initial career assessment activities and continuing through program completion, career decision-making skills are fostered within students' learning activities. All adults involved in the program participate in on-going career counseling to help students improve their decision-making skills and add to their store of career information. However, students are not required to select a career which they plan to pursue after graduation.

Although career decision-making is a factor in many of a student's activities, it is the specific focus of career explorations. The career exploration process is an important program strategy for helping students perceive and act on the relationships among learning, social interactions, and earning a living. Career explorations integrate activities in all three curriculum areas (Life Skills, Basic Skills and Career Development) and are intended to help students:

CAREER PLANNING AND DECISION-MAKING (cont.)

1. meet adults and see how they interact in the course of a normal workday
2. learn about particular occupations while refining their career selection skills by
    a. investigating the personal and educational/training prerequisites of specific jobs
    b. examining how psychological, social and environmental factors can affect working conditions and job satisfaction
    c. comparing personal characteristics and values with those perceived at various work sites
3. find their way into and around the community to gain a more realistic sense of themselves as members of a changing society
4. confidently use interviewing and critical thinking/observation techniques to gain information and draw conclusions
5. use new data gained during explorations to adjust their individual goals and learning plans, particularly in terms of subsequent site choices, project negotiations and related learning level activities

Employer/Community Utilization

RECRUITMENT PROCESS

Although the process is essentially straightforward, several aspects of site recruitemnt in the NWREL model are noteworthy.

Program staff personalize their recruiting force by enlisting local businessmen, community members, parents and members of the program planning/advisory group to help identify potential learning sites, make referrals to their friends and business associates, write letters introducing the program and even conduct recruitment interviews.

Site recruitment and selection is based on students' tentative career interests, which can be determined through assessment, expressed interest or estimates. The network of employer/community sites resulting from initial recruitment efforts is sufficient in number (roughly two learning sites per student) and variety to allow student selection of multiple learning experiences in related job fields as well as among different occupations.

Employers are given choices as to the extent of their involvement with students (for example, career exploration, projects, skill building activities), but they are asked to make a specific commitment regarding the nature of learning experiences they can offer students and the numbers of students they are willing to host.

EMPLOYER/COMMUNITY RESOURCE PERSON DEVLEOPMENT AND SITE MAINTENANCE

NWREL EBCE "Employer Instructor Development" provides site personnel with the staff support, program information, skill development and contact with each other needed to guide, negotiate with, instruct and evaluate students. This is accomplished through a planned, integrated series of four employer group meetings held during the program year to:

1. give employer instructors the opportunity to orient themselves to program changes at regular intervals as they work with students
2. respond to employer instructor needs for training in program-related functions
3. serve as a means for employer instructors to express their concerns and exchange suggestions for working with students, with each other and with program staff

EMPLOYER/COMMUNITY RESOURCE PERSON DEVELOPMENT AND SITE MAINTENANCE (cont.)

Program staff contact each learning site at least once a week for routine site maintenance, which is intended to respond to individual questions, needs, concerns and suggestions that arise as the employer instructor works with students. Site maintenance relies primarily on one-to-one interactions between an employer relations specialist and employer instructor at the site, rather than on group sessions at the learning center.

SITE ANALYSIS

The learning site analysis process is used to identify potential resources at a site. The analysis is completed by a program staff person and employer instructor working together to identify job requirements, characteristics and tasks in a descriptive format usable by staff and students. The staff person records this information on a Learning Site Analysis Form (LSAF), including:

1. special site conditions or requirements related to the student's physical comfort, health or safety
2. reading materials available to the student at the site
3. ways in which the employer instructor might support student work in the Life Skills
4. the employer instructor's job responsibilities, divided into "major tasks" and "subtasks" that can be learned by the student
5. math, communications and reading skills associated with each subtask
6. possible Life Skills applications the learning manager may use in designing project activities.

Information from the Learning Site Analysis Form is used in writing learning objectives and project activities for individual students to complete at that learning site.

SITE UTILIZATION

Employer and community sites formally recruited into the program are used by students in four ways for learning.

The career exploration process organizes students' first experiences at specific job sites of their choice and leads them through a logical

SITE UTILIZATION (cont.)

process of investigation and assessment (using an Exploration Package) that may be applied to career planning at any stage of their lives.

The learning level process gives students the opportunity to learn further on a site they have examined initially on an exploration level. It enables students to continue refining their career interests and options through lengthier and more extensive experiences with skills, personal qualities and perspectives needed in a given occupation.

Exploration level and learning level sites are consistently used for student work on projects--individualized, problem-centered guides to help each student blend learning objectives from Basic Skills, Life Skills and Career Development in activities performed largely at community sites of the student's choice.

Optional site uses called skill building and special placement activities are also incorporated into student learning plans by way of project activities.

The skill building level may follow a learning level at a site; however, it is not required for all students. This level may be compared to pre-apprenticeship training: its purpose is to provide the student with an indepth relationship to a specific job and to allow development of entry-level job skills for those who desire them.

A special placement occurs in the broad community and often runs concurrently with other site utilizations. This level uses employer and community sites for other than the specific career skill purposes of the other three levels--notably for noncareer-related project activities.

RANGE OF CAREER OPTIONS

Based on their expressed and assessed interests, students are encouraged to explore and compare as wide as possible a range of careers and jobs. Although there is a required minimum number of student site experiences, no requirements are made that students explore a certain number of occupations in a particular category or cluster. Similarly, students are neither required nor encouraged to commit themselves to a potential career they plan to pursue.

Guidance

STUDENT ACCOUNTABILITY

The student accountability system defines requirements and standards for successful performance in the program. It presents program expectations regarding student learning and behavior in terms of choices students must make daily to progress in their learning plans and to make responsible use of community sites to achieve their individual goals.

The system also suggests the kinds and sequence of consequences students can expect if they do not meet their responsibilities. For all accountability issues, students, parents, staff and other program adults negotiate courses of action that will reconcile student behavior and program expectations in ways that respect both the individuality of each student and the needs of the community-at-large.

Staff consider the student accountability system--and the negotiation that is part of it--as an important guidance tool, a mechanism for turning every behavior into a learning experience.

SYSTEM OF GUIDANCE/COUNSELING

Although one staff member may be designated as the coordinator of guidance activities, the guidance function is shared by all staff members, as well as community volunteers and parents as they work with students. Guidance continually aims toward helping students develop the responsible attitudes and habits that will enable them to function as independent adults, according to community expectations for mature behavior.

Specifically, the guidance system:

1. provides support and encouragement to each student in ways that are appropriate to individual differences in abilities, learning styles and personal goals
2. helps students learn to interpret, internalize and act on information and experiences they encounter in the course of their daily activities
3. provides supervised experiences in taking increasing responsibility for decision making and dealing appropriately with the effects of those decisions

SYSTEM OF GUIDANCE/COUNSELING (cont.)

4. encourages students to transfer the skills and attitudes associated with active, independent learning to the management of their lifetime growth as individuals and as members of society

Because guidance is practiced on a continuing basis in the context of student learning experiences, there are important parallels and considerable overlaps between guidance and other activities associated with the instructional model. Further, the broadest goal of the guidance component is identical to that of the entire curriculum design--that is, to facilitate the transition from youth to adulthood.

PARENT RELATIONSHIPS

Beginning with initial student recruitment, the involvement of parents in the program is actively sought. Personal contacts are routinely made for purposes of:

1. assessing their feelings and concerns
2. getting their opinions and suggestions
3. telling them how their student is progressing
4. letting them know of staff concerns
5. involving them in guidance decisions
6. enjoying some purely social events

STUDENT RECRUITMENT AND POPULATION

NWREL EBCE is a voluntary program that is designed to serve students within the total range of academic ability, career aspirations, dependability and motivation. Within these parameters, student recruiters emphasize that students:

1. must be willing to work with a variety of adults
2. must be willing to learn in a variety of settings
3. must be able to adapt to new learning styles
4. must work on an individualized program
5. are responsible for themselves and their own work in the program

STUDENT RECRUITMENT AND POPULATION

As these program expectations are explained to prospective students early in the recruitment process, they are better able to see the differences between this program and the regular high school program and decide which is the better alternative for them.

Management

POLICYMAKING

Education, employer, labor and community representatives are active participants in the program. They must have a voice in policymaking to keep the program responsive to the needs of participants and the community. In the NWREL EBCE program this was and is accomplished through:

1. a community program planning group, consisting of school and community representatives, which set the parameters for the new program
2. a program governing body, consisting primarily of community members with representation from the student and school sectors, which makes policy level decisions about program operations
3. the staff, consisting of professional eductors, which works with students and the governing board and makes decisions affecting day-to-day operations

STAFFING CONSIDERATIONS

Because the program involves community members as lay "teachers," the program's professional staff function more as facilitators or managers of learning than as instructors. The highly integrated nature of the NWREL EBCE program suggests the need for full time rather than part time staff members who either divide up or share the following functions:

1. working directly with students to develop and monitor individual learning plans
2. recruiting, developing and maintaining community sites for student learning
3. locating people, places and materials that may be used by students as learning resources
4. coordinating various student services, including assessment and guidance

FACILITY/TRANSPORTATION

The learning center, whether housed in the high school or a separate facility, provides the home base for many student learning functions. While it need not provide traditional classroom facilities, it must be organized to provide:

1. office space for staff-student interaction
2. space for instructional materials and student records
3. a gathering place for students, staff, parents and community members
4. easy access to the community by the student

Transportation options that make the community accessible to the student on an individual basis must be considered when planning the program, and especially when considering the location of the learning center. Transportation options that have been successfully used by districts using the NWREL EBCE program include:

1. city transit systems
2. personal or family autos
3. student car pools
4. a program sponsored vehicle
5. school district buses
6. volunteer adult drivers
7. employer vehicles

INSURANCE

The NWREL EBCE program has identified the need for four basic kinds of insurance coverage:

1. General Liability to cover employers and students at community learning sites. (Districts have used existing policies or have purchased additional insurance for coverage in this area.)
2. Accident Insurance to cover minor injuries to students and staff at the learning center. (Parents are generally asked to buy into the district accident insurance plan.)
3. Transportation Insurance to cover students traveling in the community on program-related activities. (Existing district coverage is usually adequate in this area.)

INSURANCE (cont.)

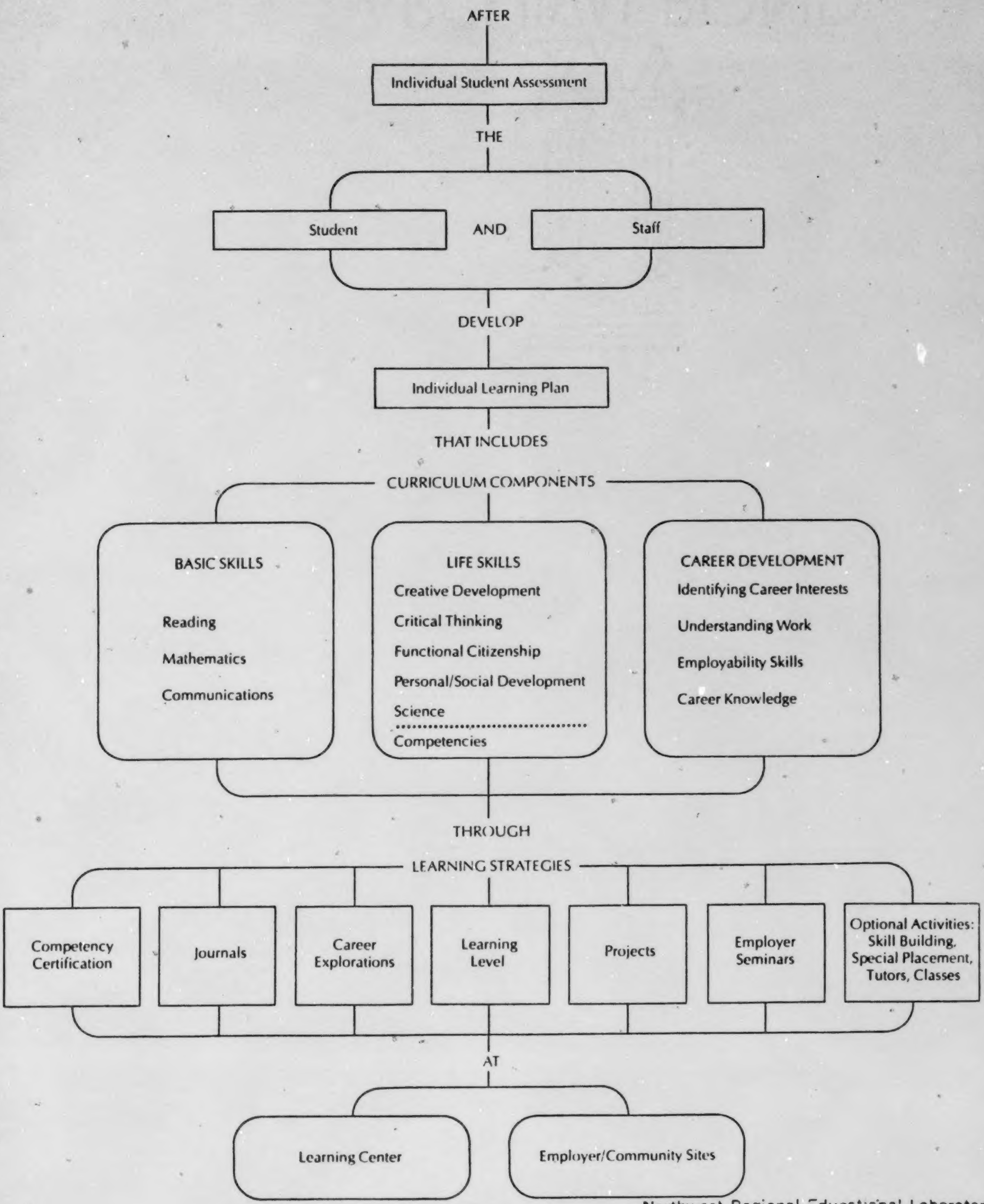
4. Personal Injury Protection to cover students at community learning sites. (Coverage in this area is usually provided through the student or parent's own insurance, district insurance for students participating in school activities in the community or through a statewide plan such as Oregon's State Accident Insurance Fund, an industrial accident insurance plan.)

RELATIONSHIP TO PARENT SCHOOL (or configuration of the program in relation to adopting district)

While NWREL EBCE is an option available to a cross section of high school students and may even be physically located within the high school building, it is a true full time alternative for students in that:

1. the program is comprehensive and has its own identity within the school's curriculum offerings
2. students are recruited from the general student population
3. students in the program have access to the traditional high school courses, but these are viewed as but one of many community resources for student learning
4. students may freely participate in the parent school's extra-curricular offerings
5. a system is established allowing for students to transfer from the program back into the regular high school program
6. program staff can make credit translations of students' work for placement purposes
7. students who satisfactorily complete the program requirements receive a standard diploma from the parent high school

EBCE CURRICULUM PATH


AFTER
Individual Student Assessment
THE
Student
AND
Staff
DEVELOP
Individual Learning Plan
THAT INCLUDES
CURRICULUM COMPONENTS
BASIC SKILLS
Reading
Mathematics
Communications
LIFE SKILLS
Creative Development
Critical Thinking
Functional Citizenship
Personal/Social Development
Science
Competencies
CAREER DEVELOPMENT
Identifying Career Interests
Understanding Work
Employability Skills
Career Knowledge
THROUGH
LEARNING STRATEGIES
Competency Certification
Journals
Career Explorations
Learning Level
Projects
Employer Seminars
Optional Activities: Skill Building, Special Placement, Tutors, Classes
AT
Learning Center
Employer/Community Sites

APPENDIX C

Letter -- Mrs. Virginia Thompson
Northwest Regional Educational Laboratory

Northwest
Regional
Educational
Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

October 6, 1976

Mr. Richard Musselman
Associate Principal
Newark Senior High School
E. Delaware Avenue
Newark, Delaware 19711

Dear Dick:

Just a brief note to let you know how good it was to see you again and to have the opportunity of working with you. I know how hectic your schedule is and taking the time to participate at the level you did is not easy. Your attention to the details of the EBCE program is extremely encouraging--success is almost assured!

Please do not hesitate to call or write if there is anything at all I can do to facilitate the program in Newark. I'm excited about the possibilities for the program there.

Thanks for your kind hospitality.

Warm regards,

Virginia

Virginia Thompson
Unit Coordinator

VT/maj

APPENDIX D

Memorandum -- Regarding Implementing $(CE)_2$ Programs

Implementation Meeting Agenda

Memorandum -- Dr. Primo Toccafondi, Project Coordinator

Planning Committee Summary of October 13, 1976
Meeting by Dr. Primo Toccafondi

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

MEMORANDUM October 8, 1976

TO: Primo Toccafondi - Central Administration
Tom Comer - Glasgow High School
Verne Wolf - Christiana High School

FROM: Dick Musselman

RE: Implementing $(CE)_2$ Programs

There are a number of administrative concerns, relative to establishing our $(CE)_2$ programs, that merit our collective attention. The attached agenda items deal with some of these concerns, and you may have others to be added. Although we may not be inclined to standardize all procedures and policies related to these concerns, it would be helpful to know how each of us plans to deal with them. I am hopeful we will have sufficient time to deal with all items at the October 13 meeting.

NEWARK SCHOOL DISTRICT
Newark, Delaware

Implementing EBCE Programs in The Newark District

Administrative Concerns

Meeting Conference Room B - Central Administration 9:00 a.m. October 13, 1976

- I. Program Budgets

- II. Basic Program Provisions and Possible Alternatives
  - A. Review program project requirements
  - B. Acceptable alternatives
    - 1. Early completion of projects
    - 2. Student gets a job just prior to completing project work
    - 3. Post graduate coursework

- III. Freedom of Movement
  - A. Students
    - 1. Entering and leaving school
    - 2. While at school
  - B. Teachers
    - 1. Employee relations specialist's duties - keeping logs?
    - 2. Supervisory duties?
  - C. Informing other staff members of arrangements

- IV. Coordination of Employee Relations Specialists

- V. Student Transfer Policies
  - A. Late entry to program
  - B. Trial periods and early releases from program

- VI. Meeting State Graduation Requirements
  - A. English and social studies requirements
  - B. Designing project activities to meet state requirements

- VIII. EBCE Program Credits
  - A. How will credits be earned?
  - B. How will credits be reported and recorded on transcripts?

October 15, 1976

MEMORANDUM

TO: Dr. Loren Thompson, Director of Instruction
Mr. Thomas Comer, Associate Principal, GHS
Mr. Richard Musselman, Associate Principal, NHS
Mr. Verne Wolf, Associate Principal, CHS

FROM: Dr. Primo Toccafondi, CEIS Project Coordinator

Enclosed is a narrative summary of the items discussed during our administrative planning conference held on Wednesday, October 13. In this summary I have attempted to correlate comments according to the outline so graciously provided by Dick Musselman. It summarizes many of the points which we were able to arrive an agreement and cloture upon. It also identifies a few areas where a great deal of additional work is necessary. These primarily focus upon the awarding of credits, satisfying state graduation requirements and the translation of the EBCE program into the regular academic courses.

I am enclosing with this memorandum a copy of Dick's original outline, my summary of the events of our administrative planning meeting, and some additional materials which relate to EBCE staff activities, the November 1-5 training schedule, and a form which could be utilized as a strategy for translating the EBCE program into regular academic courses.

If you have any questions or concerns regarding the materials herein contained, please do not hesitate to contact me, as they will become the basis for my interaction with the EBCE staff as they begin work.

PVT/jpw

PROGRAM CONSIDERATIONS
EXPERIENCE-BASED CAREER EDUCATION

I. Program Budgets

A. An allocation of between $2,000 and $3,000 will be provided to each school for the purpose of purchasing supportive instructional materials and supplies for the Experience-Based Career Education Program.

B. This budget allocation must be encumbered prior to December 15, 1976.

C. This program budget allocation does not include equipment such as cassettes or file cabinets and the like. It is limited to software.

D. A rationale for the above statements, equipment needs, and software needs that develop after December 31 and prior to the end of the first budget year will be discussed individually with the administration and staff of each building.

II. Basic Program Provisions and Possible Alternatives

A. Review program project requirements

*1. Students may elect regular courses in the school program according to needs as jointly determined by the learning manager and the student. If such course selections do take place, then credits and standards normally associated with that course by the instructor will prevail and students grades will be determined by the regular instructor and not the learning manager.

2. A maximum of two academic credits may be elected by any student. Exceptions to this requirement will occur only after administrative review and approval.

3. Grade eleven students cannot complete minimum program requirements early. The program has minimum requirements identified but is a program continual in nature and consequently student activities will continue in a normal fashion through the end of the shcool year.

4. Grade twelve students electing the EBCE program must complete the minimal requirements established by the program and/or school. However, if a twelfth grade student completes these minimal requirements prior to the end of the school year a number of options, subject to individual school approval, may be presented to the twelfth grade students. These include:

a. Program continuation
b. Deferred enrollment
c. Re-entry into regular school program
d. Job placement
e. Enrollment into post secondary institution
f. Other school approved options

B. Program changes

Students will be permitted to enter/exit Experience-Based Career Education according to regular school policies regarding drop/add course changes.

III. Freedom of Movement

A. Students

1. Entering and leaving school: students may enter and leave according to their project schedule. Students will be required to log in and out from their individual school learning center. It is further recommended that students be provided some form of an identification card which confirms that participation in the EBCE program. Additional specific accounting procedures regarding student movement to and from school must be worked out within each building.

2. While at school: students in the EBCE program will conform to all school rules and regulations while they are within each individual school building. Any exceptions to existing rules and regulations must be specifically approved by building administration.

B. Teachers

1. Employer Relations Specialist: Each Employer Relations Specialist should maintain a file and log on activities and employer site visitations. The specific procedures for log maintenance will be included in the training session November 1 through November 5.

2. Supervisory duties: Duties will be assigned to EBCE staff according to building policies while keeping in mind various program parameters. The advantages and disadvantages of creating a separate homeroom for Experience-Based Career Education students should be discussed in training sessions.

C. Communication to total staff

Any exceptions to regular procedures regarding students and teachers need to be communicated and explained to the total staff in order to avoid any misunderstandings.

IV. Coordination of Employer Relations Specialists

*A. Primo Toccafondi will coordinate the ERS to develop a plan for ERS community contacts and site development. General parameter will be that one person makes the initial contact and conducts the site analysis and also paves the way for future contacts by the ERS from each of the other two high schools when necessary.

B. Communication and articulation must be established between the ERS and the Career Guidance and Placement Counselor within each of the schools.

C. An effort should be made to develop an EBCE and a cooperative work experience list of all participating community, business, industry, and agencies where co-op students are being placed or EBCE students are being placed. Mr. Higgins should be contacted tc assist in the coordination of the development of this list.

V. Student Transfer Policies

(This item is already covered in other parts of this memorandum)

VI. Meeting State Graduation Requirements

A. English and social studies requirements: Each student in the EBCE program will be required to meet minimum state graduation requirements within each of these two areas. Further, these requirements will be reflected on student records.

B. Designing project activities to meet state requirements: Each student will be required to complete a minimum of ten life skill projects. These projects will include: (a) one in each of the five life skill areas, (b) the remaining five according to individual student needs and course requirements, (c) a strategy will be identified to translate the EBCE program into regular academic credits.

VII. Evaluation, Grading and Reporting Policies

A. Grading procedures are totally optional within each school. A school may elect to offer pass/fail or letter grades for completing EBCE program requirements or may further elect to offer both possibilities to students within the program.

B. It is recommended that all student performance records be maintained according to the EBCE guidelines within the learning center. However, a translation of the EBCE program into regular acadmic courses must be made and letter grades assigned to these courses probably by a learning manager in consultation with the Employer Relations Specialist. It is these courses stated in regular academic terms that will appear on the student records, possibly accompanied by some statement identified and describing the EBCE program.

VIII. EBCE Program Credits

A. The general expectation for the number of credits that can be earned during the course of the year in this EBCE program will range from five to six.

B. A maximum of seven credits is the most that should be earned by any student during any one academic year.

C. Generally, credits within the EBCE program will be earned via the life skill projects that have been written and agreed upon by both the learning manager and the student. The amount of credit assigned to any one project can range from between one quarter and one credit. The amount of credit per project should be a factor of both time and complexity. Time parameters should correlate approximately to those currently being spent in regular courses by students.

D. It is suggested that EBCE checkpoint dates correlate to the degree possible with the school marking periods to facilitate both the reporting of student performance to students, and also the translation of the EBCE program into regular academic credits. It was again agreed that the desired goal is to be able to translate the entire EBCE experience into the more traditional academic credit in order to protect the student and facilitate communications.

*E. Competencies: It was tentatively agreed that credits should be awarded for successful completion of competencies. Specific strategy for awarding credit for competencies was not agreed upon. This should be an item discussed in the November training session.

IX. Training

A. Staff expectations prior to November 1: Each staff member is requested to thoroughly review materials appropriate to his position, appropriate to the project in general, and also the federal proposal submitted and approved for funding. In addition, he should develop and maintain a log of all questions and concerns that can be addressed during the training session. A summary of these activities is included as an attachment to this memorandum.

B. Staff training will be conducted for the EBCE staff, building administrators, program administrator, and other appropriately identified individuals during the week of November 1-5. This includes Tuesday, November 2 which has been designated as a legal holiday.

C. The training site will be at Glasgow High School.

D. Each staff member should bring with him to the training session copies of school policies, rules and regulations, especially as they pertain to attendance, student accounting, grading procedures and the like.

APPENDIX E

REAL Program Staffing

REAL PROGRAM STAFFING

In the absence of special funds, the staffing of any new program should be in accord with existing support levels for all other comparable programs. Since Program REAL does receive state vocation support, the student-teacher ratio should be comparable to other vocationally supported programs. Federal dollars, available during the first three years of the project, should be viewed as startup funds only, and cannot be relied upon for long-range program operation. Staff members should understand that while the federal support may help to establish a firm program foundation, when those funds are gone, the REAL Program will have to operate at the same level of support as any other vocational program. Since continued allocation of extra staff without benefit of federal money can only occur as a result of reduced staff support for other programs, such provisions would tend to alienate staff members not directly associated with the REAL Program. Alienation of this type must be avoided, since it can seriously jeopardize the chances for program success.

In other vocationally supported programs, average class sizes for the 1976-77 school year range from a low of 12 in home economics to a high of 20 in business education. If an initial student-teacher ratio of 20:1 is established for the REAL Program, then 60 students would justify three teachers. However, because many students in the REAL Program are planning to take one or two regular courses, the actual student-teacher ratio is less than 20:1. Students must be taught and supervised seven periods per day. During the 1976-77 school year REAL students have scheduled an average of 1.5 regular classes.

Using this average and applying it to 60 students, one must recognize that the regular staff would be teaching the equivalent of about 13 of 60 students $(\frac{1.5}{7} \times 60 = 12.85)$. Figuratively, the remaining 47 students would be taught by the three REAL staff members, making the actual student-teacher ratio 16:1. This staffing ratio is about average compared to all other vocational programs at Newark High School. If one were to assume an average of two regular classes for each of 60 REAL students, the regular staff would actually teach about 17 of the 60 students $(\frac{2}{7} \times 60 = 17.1)$. Since the remaining 43 students would be taught by three REAL staff members, the average-student teacher ratio would be about 14:1.

Another way to look at the REAL staffing arrangement is to compare it to regular staffing provisions. To do this, one must recognize that 60 students in REAL would generate one additional teacher from vocational staffing funds. This means that only two of three REAL teachers would come from regular staffing allocations. Since 47 of the 60 students would actually be taught by project teachers, the student-teacher ratio (not counting the teacher provided from vocational support) would be about 24:1, an average ratio for nonvocational programs. By adding the vocationally funded teacher to the two teachers from regular staffing provisions, the student-teacher ratio is lowered to 16:1. This is an average student-teacher ratio for vocational programs.

In summary, if an initial 20:1 student-teacher ratio is maintained, the added vocational staffing will compensate for the enrollment of REAL students in regular classes. The balance is maintained as long as the number of regular classes taken by REAL students does not exceed an average of two. This arrangement results in a functional student-teacher ratio in the REAL Program and provides for considerable program flexibility, yet guards against placing an inequitable teaching burden on the regular teaching staff.

OVERVIEW OF REAL STAFFING BY YEAR

School Year	No. of Students	No. of Teachers From Federal Support	No. of Teachers From Regular Support	Total No. of Teachers	Student Teacher Ratio
1976-77	20	2	0	2.0	10:1
1977-78	40	1	1.5	2.5	16:1
1978-79	*40	0	2.0	2.0	20:1
	*50	0	2.5	2.5	20:1
	*60	0	3.0	3.0	20:1

*Projected Possibilities

Support Staff Provisions

The need for clerical assistance in the REAL Program is critical. Federal dollars have insured the employment of a full-time clerical aide during the three-year implementation period. Since there are no provisions for staff allocations of this kind from state or vocational funds, one must look to the local district for long-range support. There are a number of factors which justify local support of this kind. In addition to regular building funds which would normally be allocated for program operations, state vocational support for the program will generate about $17,000 per year for 60 students. Although these operational funds can be expected, actual costs will probably be limited to expenditures for travel, telephone, and basic software. It is therefore conceivable that funds intended for program operations could be used to defray or cover the cost of a clerical aide. Provisions for financing the ongoing services of a clerical aide must be brought into sharper focus during the three-year implementation process.

APPENDIX F

Staff Roles in $(CE)_2$ Project

STAFF ROLES IN $(CE)_2$ PROJECT

Professional Staff

The program administrator is responsible for the overall educational impact of the program as well as for daily operations, including business management and personnel. The administrator reports directly to the $(CE)_2$ Board of Directors and serves as the board's executive officer. The administrator also coordinates program contacts with outside individuals and agencies (including labor, employer and community groups, local schools and governmental agencies) and interacts with students and parents as a member of the program team.

The learning manager (LM) helps students assess their own needs, interests and goals, works with students to negotiate individualized learning plans and coordinates student learning activities and site experiences with other staff members, students and adults in the community.

The employer relations specialist (ERS) recruits potential employer and community sites and employer instructors, assists students in selecting sites and arranges for student placements. The ERS also assists employers in identifying potential learning experiences for students and confers with the learning manager on student projects.

The learning resource specialist (LRS) helps locate people, materials and other community resources to aid students in their individualized programs of study, recruits tutors, coordinates competency certification and suggests learning resources to learning managers. The LRS also maintains instructional media at the learning center for student access.

The student coordinator (SC) plans and conducts student recruitment, administers student assessment procedures and works with all staff and students to help achieve the kinds of interaction that will assist students in making their own decisions, planning and managing their own learning and assuming more responsibility for their behavior.

The entire professional team shares in maintaining continuing contact with parents at several levels.

Support Staff

The program assistant serves as secretary to the administrator and to the governing board, maintains financial records and reports and performs various tasks required for program operation, including arranging meetings and handling appointments and correspondence.

The learning aide maintains records of individual student learning, helps learning managers monitor student progress on projects and provides additional secretarial and support services to the program team as needed.

The *clerical assistant* provides secretarial and support services to the program team in general and specifically assists employer relations specialists in maintaining records relating to student placement on employer sites. The clerical assistant also serves as telephone receptionist.

The *van driver*, employed on an hourly basis, operates the program's van to move $(CE)_2$ students around the community and coordinates the schedules of students using the program's transportation service.

Source: *Experience-Based Career Education--Management & Organization*, Northwest Regional Educational Laboratory, 1976, pp. 48-49.

APPENDIX G

Roles and Responsibilities--Learning Manager

Roles and Responsibilities--Community Coordinator

LEARNING MANAGER

(ROLE AND RESPONSIBILITIES)

Newark High School

A. Learning Plans

1. Develop and negotiate individualized learning plans with the student making use of community sites, learning center materials and resources.
2. Document student progress, evaluate learning projects, and maintain a recordkeeping system with the assistance of an aide.
3. Counsel students regarding learning plan and career activities.
4. Work with the community coordinator in arranging for students to visit community job sites for explorations and learning level activities.

B. Competencies

1. Work with the community coordinator to identify competencies and write procedures for student certification in competencies.
2. Work with the community coordinator in arranging for student to work on competencies.
3. Monitor student activities leading to certification for competencies.
4. Establish and maintain records of competencies completed by students.

C. Other

1. Assist in the development and execution of a student recruitment plan.
2. Assist in the development and execution of a parent orientation program.
3. Assume individual and/or shared responsibilities agreed upon by the project staff and administration and as required by federal guidelines.
4. Assist the building administrator in the further refinement of the role and responsibilities of the program staff.

COMMUNITY COORDINATOR
(ROLE AND RESPONSIBILITIES)
Newark High School

A. Recruitment

1. Develop materials and strategies for recruiting employer sites.
2. Recruit community sites for explorations and learning levels according to designated student interest/need.
3. Work with the learning manager in arranging for community job sites for students to visit community job sites for exploration and learning level activities.
4. Follow up student placement at community sites by visiting students and employers at employer sites a minimum of one time per learning level.

B. Competencies

1. Work with the learning manager to identify competencies and write procedures for student certification in competencies.
2. Recruit community sponsors that will conduct student seminars and/or certify student satisfaction of competency requirements.
3. Coordinate all student competency activities at community sites.

C. Other

1. Assist in the counseling of students regarding learning site selection and future career interests.
2. Assist in the development and execution of a student recruitment plan.
3. Assist in the development and execution of a parent orientation program.
4. Assume individual and/or shared responsibilities agreed upon by the project staff and administration and as required by federal guidelines.
5. Assist the building administrator in the further refinement of the role and responsibilities of the program staff.

APPENDIX H

Memorandum to Teachers Regarding District Teaching Position Vacancies

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

MEMORANDUM September 27, 1976

TO: Teachers

FROM: R. C. Musselman

RE: District Teaching Position Vacancies

Many of you already know that a new program in Experience Based Career Education is scheduled to begin at NHS the second semester of this year. In order to start this program, two teachers will be added to our staff in the very near future. These two positions (Learning Manager and Community Coordinator) are described in some detail on the vacancy notices posted in the teacher's workroom.

If, after reading the descriptions, you are interested in one of the positions and desire to hear more about it, please arrange to see me as soon as possible. The professional opportunities associated with these positions are challenging and exciting and may be ideally suited to your talents and interests. The deadline for applications has been set for October 4, 1976.

APPENDIX I

Staff Development Activities

STAFF DEVELOPMENT ACTIVITIES

I. Orientation

- Become totally familiar with Newark's Part D proposal.
- Totally familiarize yourself with EBCE--as developed by the Northwest Regional Laborabory:
  - read overview materials.
  - view slide/tapes I & II.
  - become knowledgeable with and have a working understanding of the User's Handbook: read the buff pages of all Handbooks.
- Keep a log of all questions and concerns.

II. Community Coordinator

- Concentrate most reading on Employer/Community Handbook.
- Develop time line for site identification and recruitment.
- The three ERS's work together to develop a plan for recruitment with consideration being given to issues of overlap of territory, sharing of "special" sites, etc.
- Become as familiar as possible with the Learning Site Analysis process and form and its relationship to other aspects of the program.
- Begin development of descriptive materials to use in recruitment.

III. Learning Manager

- Concentrate the most reading time on the Curriculum and Instruction Handbook (special attention to Curriculum Outcomes - Curriculum and Instruction Handbook pp. 3-35).
- Begin working on time line for student recruitment. (See Student Services Handbook p. 14 development of presentation to be used during recruitment.)
- Become as familiar as possible with the project format and the use of the project for delivery of student learning.

IV. Facility Arrangements and Resources

- Become familiar with the physical needs of the program:
  - identify possible building sites.
  - what's available to the program in terms of desks, chairs, etc.

- What school resources are available for an EBCE program:
  - media center items (cameras, tape recorders, etc.)
  - counseling services.
  - library or resource center materials.
  - tutors.
  - basic skills programs.

Before the November staff training, each participant should have:

1. "Successfully" completed all of the items above.

2. Gathered all school policy statements on relevant issues such as attendance, grades, audits, dropping or changing classes, parent reporting and forms, course requirements, etc.

3. Collected copies of all standard attendance and grade reporting forms used at each school.

4. Obtained a copy of a standard transcript as issued by the school.

5. Any other documents and/or policies which your school feels are essential to school operations and will apply to EBCE.

APPENDIX J

EBCE Staff Training Schedule

EBCE STAFF TRAINING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	I. Introduction	V. Cont.	X. Projects, Continued	XVII. Career Exploration	XXI. Tying the pieces together: - Sample Student Week - Sample Staff Week - Recordkeeping Review
9:00	II. Program Overview	VI. Coordinating the EBCE Program Within Your School		XVIII. Site Analysis (LSAF)	
10:00		VII. Projects: an introduction			XXII. Student Selection, Recruitment & Orientation
11:00			XI. Basic Skills		
12:00					
1:00					
2:00	III. Guidance & Accountability	VIII. Individualization Process	XII. Community Resource Use: an overview XIII. Career Seminars	XIX. Site Learning Objectives → Site-related projects	XXIII. Where do you go from here? (Summary of work still to be done.)
3:00	IV. Staff Roles	IX. Recordkeeping: an introduction	XIV. Competencies (Survival Skills) XV. Site Recruitment		XXIV. Workshop Evaluation
4:00	V. Assignment: Assessment Activity		XVI. CI Orientation & Training: Assignment	XX. Review Training Expectations: What remains to be done?	
Evening					

APPENDIX K

Guidelines for Grading and Awarding Credits

NEWARK HIGH SCHOOL

REAL PROGRAM

GUIDELINES FOR GRADING AND AWARDING CREDITS

I. Introduction

The following information is intended as a guide for administrative and staff use regarding minimal expectancies, the awarding of credit and related considerations.

II. REAL Program Minimal Requirements

A. REAL Program 1976-77

During the second semester of the 1976-77 school year, all students will be expected to complete competencies, explorations, and projects as indicated.

Competencies	7
Explorations	3
Projects	4

The four projects will reflect individual needs and course requirements.

B. REAL Program 1977-78

During the 1977-78 school year, all students will be expected to complete competencies, explorations, and projects as indicated.

Competencies	8
Explorations	6
Projects	8

The eight projects will reflect individual needs and course requirements.

C. Regular Course Options

Students may elect regular courses equivalent to two academic credits from the regular school program. Credits and standards normally associated with that course by the instructor will prevail. These regular course options will be considered in addition to the minimum requirements defined for the REAL Program. Projects for students electing regular courses will be adjusted in scope to account for regular course participation.

III. Awarding Credit and Reporting

A. Areas of Credit

Credit will be awarded to students in the following academic areas: English, social studies, mathematics, science, competencies, and cooperative work experience.

B. Predetermined Credit Areas

1. English: All students not electing a regular English course will receive grades in Career English (REAL) 11 or Career English (REAL) 12 each marking period. Depending upon a student's status in a project, he may receive either a grade or incomplete designation at the first and third marking period, but must receive a grade at semester intervals. Incompletes at quarters must be changed to grades at the semester interval.

2. Cooperative Work Experience: Students may receive up to two credits for cooperative work experience for each of two years in the REAL Program. The two credits are based upon an average of 15 hours per week at community learning stations.

3. Competencies (Independent Study): Two of the three independent study credits that can be counted toward state graduation requirements have been reserved for the competency program. Students will complete eight competencies per year. A maximum of one credit per year can be earned by completing the eight competencies. The seven competencies required during the 1976-77 year will be: Banking and Credit; Utilization of Public Agencies; Insurance; File State and Federal Taxes; Budgeting Time and Money; Personal Rights; and Operating and Maintaining an Automobile.

C. Translation of Projects to Academic Credit

It was previously indicated that credit for participation in REAL would be awarded via academic subject areas. The basis for translating program will be the goals and objectives stated in district and Newark High School curriculum guides. Activities and objectives will be built into student projects that are consistent with stated curriculum guide goals and objectives.

D. Student Parent Reporting

Since the completion of student projects may not correlate with regular school marking periods, student reports may reflect incompletes and not sufficiently describe a student's progress in REAL. Each learning manager should establish checkpoint dates which correlate to regular marking periods and send to students and parents a supplementary report reflecting actual student progress.

IV. Miscellaneous Guidelines

A. Grade eleven students cannot complete minimum program requirements early. The program has minimum requirements identified, but the program is continual in nature, and consequently student activities will continue in a normal fashion through the end of the school year.

B. Grade twelve students electing the EBCE program must complete the minimal requirements established by the program and/or school. If a twelfth-grade student completes these minimal requirements prior to the end of the school year, a number of options may be presented to the twelfth-grade student. These include:

1. program continuation
2. re-entry into regular school program
3. job placement
4. enrollment into post secondary institution
5. other school-approved options.

C. The general expectations for the number of credits that can be earned during the course of the year in the REAL Program will range from five to six.

D. A maximum of seven credits should be earned by any student during any one academic year.

E. Student performance may be judged on a pass/fail or letter grade basis. The nature of projects and agreements between learning managers and individual students will determine the preferred grading procedure. All student performance records should be maintained according to the EBCE guidelines and kept within the learning center.

ZONE CREDIT AND GRADE REQUIREMENTS

SUBJECT	ZONE 1		ZONE 2		ZONE 3		ZONE 4	
	Quarter Requirement	Total	Quarter Requirement	Total	Quarter Requirement	Total	Quarter Requirement	Total
Competencies (Independent Study)	2	2	2	4	2	6	2	8
Explorations	2	2	1	3	2	5	1	6
Projects	2	2	2	4	2	6	2	8

1. Zones correlate directly with district quarters.
2. Requirements are noted as minimums.
3. All incompletes must be resolved at the conclusion of each semester.

APPENDIX L

Standard Memorandum to Teachers Regarding Absence from Homeroom

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

MEMORANDUM

TO:

RE:________________________________ABSENCE FROM HOMEROOM ON_______________

The student identified above will not be reporting to homeroom on the date(s) noted. He/she will be reporting directly to an authorized learning site in the community. Please do not mark him/her absent on the dates indicated. Mr. or Mrs. will assume personal responsibility for adjusting attendance records if unanticipated illness of the student results in actual absence from school.

____
REAL Teacher Authorizing Release

APPENDIX M

Provisions for Participation in REAL

Indemnity Agreement

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

PROVISIONS FOR PARTICIPATION IN REAL

Students in the Junior and Senior classes at all three high schools in the Newark School District (Christiana, Glasgow, and Newark) are currently enrolled in an alternative learning program known as Relevant Experiences for Alternative Learning. Provisions for participation in REAL are as follows:

1. Status of Students

The students are not paid and are not "employees" within the meaning of the Fair Labor Standards Act because the following six conditions apply:

a. "The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

b. The training is for the benefit of the trainees or students;

c. The trainees or students do not displace regular employees, but work under their close observation;

d. The employer who provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operation may actually be impeded;

e. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

f. The employer and the trainees or students understand that the trainees or students are not entitled to wages during the time spent in training."

2. Insurance and Relief from Liability for Participating Employers

The Newark School District carries a general liability policy that covers liability exposure to the program staff, students, and participating employers.

3. Hazardous Occupations

Students may be assigned in occupations involving hazardous work if the conditions set forth in A Guide to Child Labor Provisions of the Fair Labor Standards Act are properly met.

Following is an excerpt from the "Hazardous Occupations, Exemption II," page 9:

> Student Learners:
>
> 1. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
>
> 2. Such student-learner is employed under a written agreement which provides:
>
>   i. that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;
>
>   ii. that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
>
>   iii. that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
>
>   iv. that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.
>
>   Such written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

This exemption for the employment of student-learner may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

INDEMNITY AGREEMENT

In consideration of ____

____hereafter called "Cooperator" consenting to participate in the career education program of the Newark School District whereby high school level students in the work experience program will be assigned to the Cooperator's activity, the Newark School District agrees to save, hold harmless and indemnify Cooperator against any and all liability, claims and costs of whatever kind and nature, including reasonable attorney's fees, up to the limit of the insurance coverage hereafter mentioned, for

(a) Bodily injury or property damage to any trainee in the program, and

(b) Bodily injury or property damage to any third person proximately caused by the negligence of any trainee in the program.

Newark School District warrants that it carries contractual liability insurance with limits of $300,000 for each occurrence involving bodily injury and $50,000 for each occurrence involving property damage; which insurance obligates the insurer to pay on behalf of Newark School District all sums, within said limits, which Newark School District shall become legally obligated to pay because of bodily injury or property damage by reason of the contractual liability assumed by Newark School District hereunder.

This Indemnity Agreement is executed this______day of ___________, 197___, pursuant to authorization of the Board of Education of Newark School District.

NEWARK SCHOOL DISTRICT

By___________________________________

APPENDIX N

Transparencies Describing REAL Program

R E A L Information for Teachers -- Flyer

"REAL"

RELEVANT
EXPERIENCES
FOR
ALTERNATIVE
LEARNING

AN
EXPERIENCE-BASED
CAREER EDUCATION PROGRAM
(EBCE)

THAT OFFERS NHS STUDENTS
ANOTHER LEARNING OPTION

EBCE PROGRAMS

Background

I Investment of Federal $$
- A. Need Identified
- B. Grants to Independent Research Laboratories
- C. Test Sites Established - 40
- D. Testing Costs - $12 Million

II Continued Federal Commitment -- Dissemination
- A. 45 Programs funded involving 100+ sites (REAL is 1 of the 45)
- B. State Plan In Wyoming - 5 Sites
- C. 22 States Involved

PROGRAM CHARACTERISTICS

I Individualized and Personalized

II Community-Based Program

III Experience and Performance-Based Program

IV Comprehensive and Integrated Curriculum

V Emphasis on Career Development

VI Partnership in Learning

WHAT STUDENTS LEARN

Curriculum Components

I Basic Skills
- A. Reading
- B. Writing
- C. Listening/Speaking
- D. Mathematics

II Life Skills - Academic and Proficiency
- A. Creative Development
- B. Critical Thinking
- C. Functional Citizenship
- D. Personal/Social Development
- E. Sciences/Math
- F. Competencies

III Career Development
- A. Career Knowledge
- B. Employability Skills
- C. Identifying Career Interests
- D. Understanding Work

HOW STUDENTS LEARN

(Learning Strategies)

I Projects

II Career Exploration (1/2 to 3 Days No Pay)

III Learning Levels (3 to 13 Weeks No Pay)

IV Skill Building Levels

V Special Placements

VI Competency Certification

VII Student Journals

VIII Employee Seminars

MINIMUM PROGRAM REQUIREMENTS

Each Student Must Complete:

I Ten Projects Per Year -- Two in Each Life Skill Area -- Projects Must Include Basic Skills Activities.

II All Competencies (10-15)

III Five Career Explorations

IV Adequate Use of Employer/Community Site Resources

WHAT KIND OF STUDENTS WILL BENEFIT?

I Low - Moderate - High Ability Students

II Students Who Place a Low Value on Most Present Coursework Experiences.

III Students Who Desire to Learn Through Experiences Beyond the Classroom.

IV Students Who Have a Definite Concern About Their Future Career(s).

Integration of Program at NHS

I REAL Is A Program Option Which Complements Existing Programs

II Credit Program Options
- A. Courses Offered - 10 Departments
- B. Cooperative Work Experience
  - 1. DE
  - 2. DO
  - 3. OO
- C. Independent Study
- D. Alternative-Action Learning
  - 1. Career Experiences
  - 2. Service Activities
  - 3. Community Experiences
  - 4. Approved Coursework-Off Campus
- *E. REAL

REAL Implementation at NHS

I Beginning of Involvement - 1975-76
  A. Alternative Options Supported by State and Local Boards of Education.
  B. Limitations of Alternative-Action Learning Program

II March 1976 - Introduction to EBCE

III April 1976 - Visit to EBCE Program -- NWRL, Oregon (Federal Planning Grant)

IV June 1976 - Federal Project Proposal Submitted

V Oct. 1976 - 3 Year Project Funded - $315,000

VI Nov. 1976 - Selection of Program Teachers and Training Workshop

VII Nov. 1976 - Orientation of Staff, Students, Parents and Others

VIII Dec. 1976 - Selection of Students

IX Jan. 1977 - 20 Students (11th and 12th grade) Start Program

X Sept. 1977 - 40 Students in Program

XI Sept. 1978 - 60 Students in Program

"REAL"

WANT TO HEAR MORE?

HAVE QUESTIONS?

ADDITIONAL MEETINGS

WILL BE ARRANGED

FOR

DEPARTMENTS AND INTERESTED GROUPS

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

REAL

INFORMATION FOR TEACHERS

What is project REAL? Perhaps the best way to answer this question is to ask several more. How many of us would have entered teaching if we had had the opportunity to experience other vocational alternatives while in high school? How many of us would be here if we could choose another alternative vocation or avocation? Why is the drop-out rate for college freshmen 40 percent, and why do 50 percent of all U.S. college students fail to complete degree programs? Part of the answer to the last question lies in the fact that many high school seniors, both college bound and noncollege bound, simply do not know enough about the career they have "chosen" -- be it a pharmacist, chemist, travel agent, or auto mechanic. REAL stands for Relevant Experiences for Alternative Learning -- and that, translated into every-day language, means that high school juniors and seniors will now be given the opportunity to have many short-term "learning by doing" experiences in fields of their interest.

Our Major Purposes Are:

1. To provide a comprehensive educational program that will complement existing programs, yet offer an alternative way for students to achieve their particular learning goals.
2. To utilize individualized learning techniques that take into account the student's learning rate, style, interests, needs, and abilities.
3. To expose students to many opportunities for examining and learning more about career alternatives.
4. To actively utilize community, people, and resources to better respond to both program and individual student needs and goals.
5. To combine learning experiences from all curriculum areas in such a way as to interrelate academic learning with specific job skills.

The real question (if you'll pardon the pun) is how can we accomplish all or most of the above? We just use the same tools we all have been taught except, in our case, a few more available techniques; and it's those techniques that make REAL possible. -- We seek the student who isn't positive as to his future work life, and we say to him or her that there are alternatives in learning that exist beyond these four walls, seven periods a day, five days a week. Our techniques allow us to take a student into a pharmacy, if that is one of his or her interests, and work with the pharmacist for several weeks without pay. The REAL student is then required to come back to the learning center and, based on assessment tests already in hand, complete basic skills activities and other projects that are tightly regulated to the community experiences. In addition, the student may also choose to take a regularly scheduled course within the high school itself. Academic students, therefore, may find this to be a very stimulating optional program. This ability to contract with students thus enables our high school to not only be the home base but also one of the biggest learning resources for the student.

What do we do? Well, let's say that there are two of us. The community coordinator seeks out and identifies hundreds of participating learning sites and maintains an ongoing relationship with adults at the site and student(s). The coordinator also is responsible for obtaining community certifiers whose expertise allows them to evaluate the student's satisfactory completion of competencies (or survival skills).

The other half of the team, the learning manager, is responsible for writing individual student contracts, based on the community coordinator's report of available learning sites. The learning manager is also responsible for the constant monitoring of all student projects, activities, course work, and scheduling, and the learning center (B-201) itself.

APPENDIX O

Student Application for REAL Program

Relevant Experiences for Alternative Learning: REAL! -- Flyer

RELEVANT EXPERIENCES FOR ALTERNATIVE LEARNING

STUDENT APPLICATION

Name ______________________________ Date ____________

Address ____________________________ Telephone __________

____
City State Zip

Age __________ Date of Birth __________ Sex ___ Grade Level ____

High School Counselor/Advisor ______________________________

What do you expect to be doing one year after completing high school? (check one or more answers)

1. ☐ Working full-time
2. ☐ Entering an apprenticeship or on-the-job training program
3. ☐ Going into regular military service or to a service academy
4. ☐ Attending a vocational, technical, trade or business school
5. ☐ Attending a junior or community college
6. ☐ Attending a four-year college or university
7. ☐ Working part-time
8. ☐ Other (travel, take a break)
9. ☐ I have no idea what I will be doing

List three (3) careers that you would like to explore:

________________ ________________ ________________

Parent(s) or Guardian(s) ______________________________

Address ____________________________ Telephone __________

____
City State Zip

In emergency, contact ________________ Telephone __________

On the back side of this form, please describe your reasons for wishing to be in the REAL program.

PARENT/GUARDIAN PERMISSION

Date ____________________

I have discussed the REAL program with ______________________
and grant permission for his/her full participation in REAL.

______________________ signature

RELEVANT EXPERIENCES FOR ALTERNATIVE LEARNING: REAL!

REAL is a new program which offers you opportunities to:

1. explore and experience career interests throughout the Newark community while (if you choose) taking up to two credits in NHS.
2. measure your skills and abilities against the demands of the real world.
3. increase knowledge and skills while earning school credit.

WHO IS ELIGIBLE TO APPLY FOR REAL?

REAL is interested in juniors and seniors of all ability levels who are not sure of what they plan to do career-wise with their future life. You also must have your own transportation, although NHS students do live close enough to walk to many of the exploration sites and learning levels.

WHAT DO STUDENTS DO IN REAL?

Students LEARN BY DOING! REAL helps students better understand the reasons for knowledge and skills they need for life; and it can be as ACADEMIC as you want it to be. REAL is based on three major areas:

1. BASIC SKILLS
   - fundamentals of learning: communication (English), science, math, and citizenship (social sciences).
   - acquire learning as an ongoing process (be able to demonstrate your realization that specific jobs require specific skills.
   - learn to apply basic skills (that you learn) to career situations.
2. LIFE SKILLS
   - creative development -- work with new ideas and plans.
   - critical thinking (a skill that 70% of us don't have!)
   - functional citizenship (demonstrate some of the duties of an adult citizen in the Newark community.)
   - personal development -- accepting responsibility, and in our program just like the world outside . . .you must be willing to adapt!
3. CAREER DEVELOPMENT
   - learn (be experiencing) how your personal interests, goals, and abilities apply to careers of your own choosing.
   - learn how to make realistic decisions about your career and future plans.
   - spend a minimum of 15 hours a week at various community learning sites . . .remember, this is an alternative form of learning.

2

HOW DO STUDENTS LEARN IN REAL?

EACH STUDENT will have an individual learning plan based on his/her interests and needs. The program is competency based: REAL combines community experiences with work from school . . .the degree of academic work depends on your career experiences and your credit needs.

CAREER EXPLORATIONS: 3-5 days are spent at a community site of your choice.

PROJECTS & LEARNING LEVELS: 3-7 week, in-depth study of specific career(s) which includes basic and life skill areas.

JOURNALS: A written communication (daily log) between student and learning manager, sharing the highs and lows of the learning experiences, etc.

COMPETENCY CERTIFICATION: 15 survival skill demonstrations certified by community resource persons.

COMMUNITY SEMINARS: Meetings (monthly) between students and various community resource persons to discuss many career/social topics.

APPENDIX P

Parent Orientation to REAL -- Agenda

Parent Information Packet

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

Parent Orientation to REAL

December 14 and 16, 1976
7:30 PM - Audion

I. Welcome and Introductory Comments

II. Overview
  A. Why Program REAL?
    1. Different students learn in different ways
    2. Schools do not prepare students for the real world! Career Development
    3. Relevancy of classwork
    4. Student apathy, motivation, and related performance

  B. What is REAL?
    1. Extending school and learning to the community
    2. Individualization of instruction
    3. Activities
      a. Career exploration
      b. In-depth career experiences
      c. Competencies
      d. Basic and specialized skill development through learning projects
      e. Optional regular coursework
    4. Relevancy of program and motivation to learn

III. Slide-Tape Presentation

IV. Examples of Major Activities
  A. Career Exploration
  B. In-Depth Career Experiences
  C. Competencies
  D. Learning Projects

V. Administrative Aspects of the REAL Program
  A. Credits and Courses
  B. Records and College Admission
  C. Entry To and Exit From Program
  D. Selecting Students for REAL
  E. Transportation Arrangements

VI. Wrap-Up
  A. Deadline for Applications - December 21, 1976
  B. Student Selections Made by January 7, 1977
  C. Student/Parent Commitments by January 12, 1977
  D. Program REAL Starts January 27, 1977

VII. Questions from Parents and Students

Career Education Instructional System
NEWARK SCHOOL DISTRICT • P.O. BOX 360 • NEWARK, DE 19711 • (302) 731-2328

Dear Parents:

You have been invited to this parent orientation meeting because your son or daughter has expressed interest in enrolling in an alternative high school program entitled Relevant Experiences for Alternative Learning, commonly referred to as REAL.

The purposes of this program then are to:

(1) acquaint you with the key components of REAL,
(2) illustrate to you a typical student program of events,
(3) provide you the opportunity to become acquainted with the REAL teachers, and
(4) provide you with an opportunity to ask questions about the program.

Our goal is to provide each student the opportunity to pursue courses and programs that meet both his immediate and long range needs and goals. To accomplish this we feel that it is important that parents be informed partners and supporters of their children's activities.

If this meeting or future discussions with your son or daughter raise future questions, please feel free to contact our school. Thank you for your interest.

RELEVANT EXPERIENCES FOR ALTERNATIVE LEARNING

A program which offers the student opportunities:

--to measure his skills and abilities against the demands of the real world

--to plan personalized learning projects, together with the staff, which are based on the student's needs, interests, goals, plus earn credits

--to explore careers at a variety of community and employer sites.

Who is Eligible

Juniors and Seniors who are 16 years of age or older.

When Will the Program Begin?

Students enrolled in REAL begin participating in January, the second semester.

How Will the Student Learn?

--Projects: individual learning "contracts" between the student and REAL staff designed to combine learning of skills with use of student's experiences in the community.

--Competencies: pre-determined skills necessary for daily living certified by community "experts."

--Community Experience:

--career explorations: 3-5 day visits/observations at employer sites

--learning level: 3-12 week in-depth study of a specific job under the guidance of an employer instructor

What Will the Student Learn?

I. Basic Academic Skills

--Academic skills such as math, language arts, social studies and science will be incorporated into projects

--specialized academic skills can be obtained from regular school course offerings or approved independent study programs

--academic knowledge will be applied to job situations

--how specific jobs demand specific skills

II. Life Skills

--practice in critical thinking

--learn to assume the duties of an adult citizen

--gain competency in "daily living" skills

III. Career Development

--learn how:

--your personal assets and interests apply in the world of work

--to apply for employment

--to make realistic decisions regarding career and future plans

What is Required of Students in the REAL Program?

During the second semester of the 1975-76 school year, all students in REAL will be expected to complete:

7 Competencies
3 Explorations
5 Projects

Students may elect regular courses equivalent to two academic credits from the regular school program. Credits for these courses will follow the standards normally associated with a school course.

These regular course options will be in addition to the above requirements for the REAL program.

How Will Students be Graded?

Each school will establish checkpoint dates which correlate to regular marking periods. The completion of student projects may not always correlate with these marking periods and student reports may reflect incompletes. Supplementary reports reflecting actual student progress will therefore be sent to parents.

How Will Students Earn Credit?

Credits for participation in REAL will be awarded in areas of academic subjects, cooperative career experience and independent study.

The projects are the vehicles through which students receive credit in English, social studies, math and science. Activities and objectives will be built into these student projects that are consistant with District and individual school curriculum guides.

COMPETENCY CERTIFICATION

All students in REAL must meet a standard level of performance for a set of skills essential to daily living which we refer to as competencies. Students must demonstrate their proficiencies in these areas to the satisfaction of experts in the community.

REAL staff have identified the following competencies as requirements to be completed by students enrolled in the January semester.

1. Maintaining a checking account and transacting business on credit. (students study and implement a checking account system and study various credit systems)
2. Provide adequate insurance for self, family and possessions. (students study and design a comprehensive insurance program)
3. Make appropriate use of public agencies. (students apply for and secure social security cards, fill out applications for unemployment compensation, learn First Aid)
4. Explain personal legal rights and responsibilities. (students explain constitutional guarantees and study consumer abuse)
5. Budget time and money effectively. (students plan a household budget to cover a time period of three months and develop and implement a time budget for a period of one week)
6. File state and federal income taxes. (students learn how to file such forms)
7. Operate and maintain an automobile. (students obtain dirver's licenses if not already held, describe emergency procedures for auto failure, demonstrate defensive driving and determine costs for auto ownership)

STUDENT TRANSPORTATION AGREEMENT

It is our understanding that ______________________, given our permission to participate in Relevant Experiences for Alternative Learning, will be moving among various learning sites by the means of transportation checked below:

- ☐ Metropolitan bus systems
- ☐ Personal or family auto
- ☐ Student car pool
- ☐ Other (specify) ____________________
- ☐ Volunteer adult driver
- ☐ School district bus
- ☐ Employer vehicle

Any other means of travel, such as hitchhiking, is without the sanction of the REAL program, and the student assumes all risk. The student, using personal or family auto, is covered through personal vehicle liability insurance.

Date ____________________ Signed: ____________________________

Parent

____

Student

* *

It is recommended that students who spend time in community activities be protected by adequate accident insurance through a Family Plan or enrolling in school insurance plan.

Please check the appropriate box:

- ☐ Student has adequate coverage under Family Plan
- ☐ I would like to purchase school insurance

Project Sample Number Sc 1

STUDENT NAME *Peggy Malarkey*

LIFE SKILLS AREA Science

PROJECT TITLE The Work of the Lab Technician

COMMUNITY SITE/INSTRUCTOR Markham Building Materials/Elaine Loomi

SCHOOL STAFF RATIONALE: Peggy is working on a project in which she is being introduced to some basic laboratory work. In that Peggy has never has a strong interest in Science, her enthusiasm about this experience is very encouraging. This project will help her extend and apply some of the concepts she encountered in the Science predesigned project at an area and a job that has future potential for her.

STUDENT RATIONALE: I've really liked being at MBM and I have to admit that Elaine's lab work looks interesting. If that's science, maybe I'll find I like science after all.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA
1. Peggy will demonstrate an understanding of gypsum by answering the following questions: o What is gypsum? o Where does it come from? o What is it used for? o What other ~~plan~~ts [illegible] in America use gypsum? o What gypsum samples come to the plant? o What are they being tested for? o How are these tests used to improve products?	Markham brochures and manuals Markham films Community instructor	1. A two page essay titled "Gypsum: Research and Development" that answers the questions listed in the activity. The final typed product should be evaluated and commented upon by your community instructor. ________________ *Community instructor certification*

Continued

(Project Sample Number Sc 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA
2. Peggy will be able to identify and describe all the equipment used in the gypsum analysis tests. This will include the name of the piece of equipment, the process it is used for, and the steps necessary in maintaining it.	Equipment manuals Community instructor	2. Turn in a list of all these pieces of equipment with a brief description of each and its use and maintenance.
3. Peggy's community instructor should give her five problems that require use of the calculator to solve, and Peggy will demonstrate that she can operate the calculator with 100% accuracy.	Calculator Community instructor	3. Five problems written out with correct solutions certified by the community instructor. ____________________ *Community instructor certification*
4. Peggy will understand all the steps a sample of gypsum goes through in the research lab.	Community instructor Other employees	4. Flow chart that tracks a sample of gypsum from the time it is received at the research lab until tests are completed and the final report is submitted to the requesting plant managers. To be certified for accuracy by the community instructor. ____________________ *Community instructor certification*
5. Weighing and measuring gypsum samples is an important part of the lab work. a. estimate the amounts which need to be weighed b. read the various scales and interpr c. keep records of the weights and amounts	Markham lab equipment Community instructor	5. Community instructor certification that Peggy can perform these tasks with 90% accuracy. a. ____________________ b. ____________________ c. ____________________ *Community instructor certification*

Continued

(Project Sample Number Sc 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA
6. To determine impurities in the gypsum, liquids and solids need to be measured and weighed. This procedure involved the use of the Mettler Balance. Peggy will demonstrate to her community instructor's satisfaction that she understands this particular system.	Community instructor Markham lab equipment	6. Community instructor certification that Peggy can orally explain and participate in the procedure involving the Mettler Balance. ____________________ *Community instructor certification*
7. Peggy will demonstrate that she understands how this job demands a basic understanding of the scientific method.	Community instructor Science texts	7. Oral discussion with school staff. ____________________ *School staff certification*

Continued

APPENDIX Q

REAL Guidelines for Student Selection

REAL

GUIDELINES FOR STUDENT SELECTION

To the degree possible, the following considerations are being applied to the student selection process:

1. REAL students should represent a broad range of student ability levels.
2. REAL students should include representatives of both college bound and noncollege bound students.
3. Male/female ratios should be approximately equal.
4. Students must be able to provide for their own transportation.
5. Students must agree to participate in the evaluation of the REAL Program.
6. Students must have attained eleventh or twelfth grade status to enter the program.
7. When assigned to community sites, students must be willing to adapt to employer regulations which influence all other employees.
8. Students must turn in an application signed by parents acknowledging and approving their participation in REAL.
9. In the event of over subscription, students who have demonstrated self-reliance, self-discipline, and have a good attendance record will be selected before students with lesser qualifications in these areas.

APPENDIX R

Radio Script -- EBCE

RADIO SCRIPT
EXPERIENCE-BASED CAREER EDUCATION

RECORDING DATE: WEDNESDAY, SEPTEMBER 29, 1976 AT 1:30 P.M.

GUESTS: DR. PRIMO TOCCAFONDI: NSD CAREER EDUCATION COORDINATOR
MR. JOHN LESTER: LESTER LUMBER AND HOME CENTER
MEMBER CE ADVISORY COUNCIL
MRS. VIRGINIA THOMPSON: COORDINATOR OF CAREER EDUCATION
NORTHWEST REGIONAL LABORATORY
PORTLAND, CREGON
MR. RICHARD MUSSELMAN: ASSOCIATE PRINCIPAL
NEWARK HIGH SCHOOL

QUESTION 1: WOULD YOU BRIEFLY DESCRIBE EXPERIENCE-BASED CAREER EDUCATION AND HOW IT FITS INTO THE NEWARK SCHOOL DISTRICT'S CAREER EDUCATION PROGRAM? (TOCCAFONDI, ET. AL)

ANS: ALTERNATIVE PROGRAM WITHIN THE HIGH SCHOOL
PROVIDES FOR EXTENSIVE COMMUNITY EXPERIENCE
VERY INDIVIDUALIZED
DESCRIBE ALTERNATIVES AVAILABLE TO HIGH SCHOOL STUDENTS AND HOW EBCE FITS

QUESTION 2: HOW DO YOU ENVISION THIS PROGRAM FITTING INTO THE COMPREHENSIVE HIGH SCHOOL PROGRAM? (MUSSELMAN, ET.AL.)

ANS: DESCRIBE NEED ESTABLISHED VIA PILOTS
DESCRIBE STUDENT CLIENTELE THAT WOULD BE INTERESTED
EMPHASIZE NOT FOR ALL STUDENTS
NOT PAID. ACADEMIC PROGRAM

QUESTION 3: MR. LESTER, AS A REPRESENTATIVE OF THE BUSINESS COMMUNITY, WHAT BENEFITS DO YOU SEE IN THIS TYPE OF PROGRAM FOR BOTH STUDENTS AND THE BUSINESS COMMUNITY?
(LESTER, ET. AL.)

ANS: HELPS TAKE THE GUESSWORK OUT OF CAREER DECISION MAKING BY STUDENTS

MAKES THEM AWARE OF EXPECTATIONS OF EMPLOYERS AND THE CLIENTS THAT EMPLOYERS SERVE

MAKES STUDENTS REALIZE HOW BASIC SKILLS APPLY TO CAREER AREAS AND THE NEED TO MASTER THESE SKILLS

QUESTION 4: MRS. THOMPSON, WOULD YOU DESCRIBE TO OUR AUDIENCE WHAT YOUR ROLE IS WITH THE NORTHWEST REGIONAL LAB AND HOW YOU WILL BE ASSISTING THE NEWARK DISTRICT IN IMPLEMENTING EBCE?

ANS: DESCRIBE JOB FUNCTION

DESCRIBE SERVICES BEING PROVIDED TO DISTRICT

QUESTION 5: MRS. THOMPSON, I UNDERSTAND THAT YOU HAVE FUNCTIONED AT THE SCHOOL LEVEL WITH THIS PROGRAM. WOULD YOU DESCRIBE SOME OF YOUR EXPERIENCES AND DESCRIBE WHY YOU THINK THIS IS A GOOD PROGRAM?

QUESTION 6: Mr. Lester, let us use Lester Lumber and Home Center as an example of a community experience site for students. Could you describe some of your experience sites for students? Could you describe some of the experiences a student could have at these sites?

ANS: Learn and try various phases of the:

1. Lumber Company
2. Construction
3. Design
4. Interior Decorating
5. Retail Store
6. Business Management

QUESTION 7: It was previously mentioned that EBCE is an alternative program within the high school. Does this mean that a college preparatory student, for example, cannot take any of the courses that we identify as college prep. (re: Algebra II) while in this program? (Musselman, et. al)

ANS: No. Cite examples of flexibility in scheduling

QUESTION 8: EBCE is obviously very community oriented. Describe more fully how you see community involvement in this program. (Toccafondi, et. al.)

ANS: Cite previous involvement
Describe role as exploratory site
Describe role as learning level
Describe role on Advisory Council

APPENDIX S

Dissemination of REAL Program Information to Community Time and Distribution Chart

Samples of Articles Distributed

DISSEMINATION OF REAL PROGRAM INFORMATION TO COMMUNITY

Month and Year	Title of Article	Name and Nature of Publication	Publication Distribution
December, 1976	Project REAL Offers New Choices	Newark Hi·Lites - Newark High School Publication	Mailed to parents of all Newark High School students
January, 1977	Project REAL Begins	Happenings - Newark School District Publication	Sent to all Newark District Teachers
February, 1977	Project REAL Offers New Choice	Your Schools - Newark School District Publication	Sent to parents of all Newark District students
April, 1977	To Bermuda For REAL	Your Schools - Newark School District Publication	Sent to parents of all Newark District students
April, 1977	Newark District Gives 60 REAL Experience	Compass - A weekly supplement to the community newspaper	Sold to public
May, 1977	Project REAL Offers Learning Experiences	The Weekly Post - Newark, Delaware, Community Newspaper	Sold to public
June, 1977	Project REAL Helps Career Planning	Newark School District Board of Education 1977 Annual Report	Distributed as a supplement to the Newark, Delaware, community newspaper

Newark
HI·LITES

DECEMBER 1976
Vol. 2, No. 3

PROJECT R.E.A.L. OFFERS NEW CHOICES

What is project R.E.A.L.?

Perhaps the best way to answer this question and many others is to ask if you would have entered your present career field if you had had the opportunity of experiencing other vocational alternatives while in high school? Why is the drop-out rate for college freshmen 40% and why do 50% of all U.S. college students fail to complete degree programs? Part of the answer lies in the fact that many high school juniors and seniors both college-bound and non-college bound simply do not know enough about the career they have chosen -- be it pharmacist, chemist, travel agent, or auto mechanic. R.E.A.L. stands for Relevant Experiences for Alternative Learning -- and that, translated into every day language, means that high school juniors and seniors are given the opportunity to have many short term "learning by doing" experiences in fields that interest the student.

While retaining and reinforcing specific Newark School District learning objectives in science, math, communication, and citizienship, R.E.A.L. is adding to an already existing curriculum and expanding its scope.

R.E.A.L.'S MAJOR PURPOSES ARE:

1. To provide a comprehensive educational program alongside existing curriculum and provide an alternative with which students may choose to meet their particular learning goals.

2. To develop individualized learning techniques that take into account the student's learning rate, style, interests, needs, and abilities.

3. To expose each student to many opportunities for examining and learning more about career alternatives.

4. To actively utilize community people and resources to better respond to both program and individual student needs and goals.

5. To combine learning experiences from all curriculum areas in such a way as to interrelate academic learning with specific job skills that will be useful throughout the students' lives.

The real question (if you'll pardon the pun) is how can R.E.A.L. accomplish all or most of the above? R.E.A.L. seeks the student who is not positive about future work life and says to him or her that there are alternatives in learning that exist beyond these four walls, seven periods a day, five days a week. Our techniques allow us to take a student into a pharmacy if that is one of his or her interests and work with the pharmacist for several weeks (without pay), for one half day per week. R.E.A.L. students are then required to come back to the learning center, and based on assessment tests already in hand, complete basic skills and other projects that are tightly regulated. In addition, the student may also choose to take a regularly scheduled course within the high school itself. Academic students, therefore, may find this to be a very stimulating optional program. This ability to contract with students and parents thus enables our high school to not only be the home base but also one of the biggest resources for the student.

happenings

THE OFFICE OF INSTRUCTION
NEWARK SCHOOL DISTRICT
731-2217

Jan.-Feb., 1977
Vol. 1, No. 3

C.A.R.E. FOR YOU

C.A.R.E. - Content Area Reading Enrichment is an inservice course open to any teacher in grades 3-12. The basic purpose of the course is to provide teachers with materials and units to reinforce reading skills in specific content areas or in a more general area known as survival. After a brief introduction, most of the course time will be devoted to constructing and compiling activities which can be used in the classroom. Each teacher who participates in the course will leave with materials which can be used in his or her classroom. More information about the course can be secured by checking with your school reading specialist or by reading the January issue of Teacher magazine.

The course will be led by Dr. Jack Cassidy, Reading Supervisor of the Newark School District. Participants will be able to get two state inservice credits or two graduate credits from the University of Delaware (for the proper fee). The course will be held on a released time basis on February 15th and February 22nd, and March 16, 1977 from 8:30 - 4:00 p.m. Another eleven hours of course time will be scheduled on an after school basis.

The course is limited to 25 participants. To register fill out the form below and return by January 24th. Final approval for taking the course will rest with the building principal.

Project R.E.A.L. Begins

Why is the dropout rate for college freshmen 40% and why do 50% of all college students fail to complete degree programs? Why do young people frequently change jobs after they leave high school? Part of the answer lies in the fact that students are naive about their career choices or have no set career direction.

Project REAL stands for Relevant Experiences for Alternative Learning--and that, translated into providing high school juniors and seniors the opportunity to have many short term "learning by doing" experiences in fields that interest the student.

Each student in REAL will learn according to an individual learning plan based upon his or her interests and needs. REAL combines non-paid community experiences with work from school. Components of the program include: (1) career explorations, where students spend 3-5 days at a community site; (2) projects, 3-12 week in-depth studies of specific careers, which includes basic academic skills; and (3) competencies, survival skill demonstrations certified by community resource persons.

Each high school has a Community Coordinator and a Learning Manager who implement the REAL program. For further information, call Dr.Primo Toccafondi at 731-2328.

YOUR SCHOOLS

NEWARK SCHOOL DISTRICT
NEWARK, DELAWARE
FEBRUARY 1977

A NEWARK SCHOOLS INFORMATION PUBLICATION

PROJECT REAL OFFERS NEW CHOICE

Dr. Primo Toccafondi
Newark Career
Education Coordinator

What is Project R.E.A.L." Perhaps the best way to answer that question and many others is to ask if you would have entered your present career field if you had had the opportunity of experiencing other career alternatives while in high school? Why is the drop-out rate for college freshmen 40% and why do 50% of all U.S. college students fail to complete degree programs? Why do young people frequently change jobs after they leave high school? Part of the answer lies in the fact that many high school juniors and seniors, both college bound and non-college bound, simply do not know enough about the career they have chosen--be it pharmacist, chemist, travel agent, or auto mechanic. R.E.A.L. stands for Relevant Experiences for Alternative Learning--and that, translated into everyday language, means that high school juniors and seniors are given the opportunity to have many short-term "learning by doing" experiences in fields that interest the student.

While retaining and reinforcing specific Newark School District learning objectives in science, math, communication, and citizenship, REAL is adding to an already existing curriculum and expanding its scope.

REAL's Major Purposes are: 1) to provide a comprehensive educational program alongside existing curriculum and provide an alternative process with which students may choose to meet their particular learning goals; 2) to develop individualized learning techniques that take into account the student's learning rate, style, interests, needs, and abilities; 3) to expose each student to many opportunities for examining and learning more about career alternatives; 4) to actively utilize community people and resources to better respond to both program and individual student needs and goals; and 5) to combine learning experiences from all curriculum areas in such a way as to interrelate academic learning with specific job skills that will be useful throughout the students' lives.

The real question (if you'll pardon the pun) is how can REAL accomplish all or most of the above? REAL seeks the student who is not positive about future life work and says to him or her that there are alternatives in learning that exist beyond these four walls, seven periods a day, five days a week. Our techniques allow us to take a student into a pharmacy if that is one of his or her interests and work with the pharmacist for several weeks (without pay), for one half day per week. REAL students are then required to come back to the learning center, and based on assessment tests already in hand, complete basic skills and other projects that are tightly regulated. In addition, the student may also choose to take a regularly scheduled course within the high school itself. This ability to contract with students and parents thus enables our high school to not only be the home base, but also one of the biggest resources for the student.

The Community Coordinator seeks out and identifies a large number of participating learning sites and constantly coordinates with the site and student(s). The Coordinator also is responsible for obtaining community certifiers whose expertise allows them to evaluate the student's satisfactory completion of competencies (or survival skills).

The Learning Manager is responsible for writing individual student contracts, based on the Community Coordinator's report of each learning site available and individual student's interests. The Learning Manager is also responsible for the constant monitoring of all student projects, activities, course work, and scheduling, as well as the learning center.

How Do Students Learn in REAL? Each student will have an individual learning plan based on his or her interests and needs. The program is competency based: REAL combines community experiences with work from school--the degree of academic work depends on the student's career experiences and credit needs:

Career Explorations: 3-5 days are spent in a community site; Projects & Learning Levels: 3-12 weeks, indepth study of specific career(s) which includes basic and life skill areas; Journals: a written communication (daily log) between student and Learning Manager sharing the highs and lows of the learning experiences, etc.

YOUR SCHOOLS

A NEWARK SCHOOLS INFORMATION PUBLICATION

NEWARK SCHOOL DISTRICT
NEWARK, DELAWARE
APRIL 1977

TO BERMUDA FOR REAL

Carol Krum, a student involved in Relevant Experiences for Alternative Learning (REAL) program at Newark High School, explains her trip to Bermuda to, left, Charlie B. Friswell, owner of Charlie B. Travels, and Dr. Primo V. Toccafondi, coordinator of Career Education in the Newark School District. Not all students in the REAL program have been as fortunate as Carol but they are all bringing back much needed career information.

Project REAL is a federally funded program designed to provide students at Christiana, Glasgow, and Newark High Schools the opportunity to systematically investigate careers of individual interest to them.

The program provides for more than career exploration. It provides students the opportunity to relate their activities at community sites to their regular academic work and receive high school credit for both their non-paid community experience and the related academic work.

Recently, Carol Krum, a REAL student from Newark High School, had an opportunity to explore a career in the Hospitality and Recreation Career Cluster. Specifically, Carol was investigating the operations of a travel agency at the Charlie B. Travels Agency in Newark. In her own words, Carol describes her experience with Charlie B. Travels.

"I am a student at Newark High School and decided, with the help of Mr. Wayne Hill, to join Project REAL for the last semester of my senior year. I was unsure of what I wanted to do for a career. Upon looking over a list of sites obtained by Mrs. Jacqueline Houck, I decided to try out a travel agency.

"On February 7, I started an Exploration with Charlie B. Travels on Main Street. I observed how business went on and learned the skills of the job.

"In one week, 3 hours a day, I learned how to use an Airline Guide, write a ticket, and fill out a manifest. I delivered tickets to companies and stamped pamphlets to be filed.

"Charlie and Donna Jean Friswell, owners of the business, were taking a group of people to Bermuda on a charter flight. Charlie decided it would be a good learning experience for me to go along.

"The trip was fully planned by the agency. The total cost for a round-trip jet flight, double rooms at the Holiday Inn, and several other benefits, was only $189. If the trip was not planned by the travel agency and not taken with a group, it would have cost well over $300.

"Sunday morning I went to the Wilmington airport to catch a bus to the Philadelphia Airport. There I met some of the other people going on the trip.

"We got to the Overseas Terminal and checked in our bags. Charlie and Donna were busy giving out boarding passes and making sure everyone was there. By 8:30 a.m. we were on the plane headed for Bermuda.

"We landed in beautiful Bermuda around 11:00 a.m. and got out of the plane into springtime, 60-70 degree weather, even though it is their off season.

"From the airport we took a bus to the hotel in St. George, where we were welcomed with a Bermuda-type party. I got settled in my room and then went swimming in the hotel's heated pool.

"Monday I took a bus ride from one end of the island to the other and returned to Hamilton on the ferry. After shopping in Hamilton, we took the bus back to the hotel. It was a nice way to see the island because it is their local transportation system.

"The Holiday Inn provided nightly entertainment. We saw a steel drum band, The Bermuda Stealers, and a limbo dance done by the natives. Also, there was a band to dance to in the cocktail lounge each night.

"Our hotel was in St. George, the second largest city on the island. On Wednesday I explored it and did some shopping. I learned quite a bit by talking with the people there.

"Thursday came much too soon and before we knew it we were on the plane heading home."

Newark District gives 60 REAL experience

By ALAN MUELLER
Compass Editor

One day the students in REAL may be learning something as basic as how to change a tire. Another day one of them may be doing something exotic, like taking a trip to Bermuda.

REAL stands for Relevant Experiences for Alternative Learning, a relatively new concept in education which got its start in Oregon about five years ago and this year is being introduced in all three of the Newark School District's high schools.

It has some of the elements of the more traditional distributive education and office occupations programs, with some distinctive differences, according to Jacqueline Z. Houck, a guidance counselor and community coordinator for the program at Newark High.

Those in the office occupations program usually have selected their career and are working in a relevant field, she said. Those in distributive education can do anything they want, even serve a hamburger. Both get paid, she said, and, consequently, "sometimes the motivation is money."

Students taking part in REAL, she said, have to explore three different career possibilities, and do both their class work and on-the-job training during the regular school day, without pay. "We needed to serve a student who is going on to college, so we needed a more diversified offering," Mrs. Houck said.

Jacqueline Z. Houck

And - diversified it is. Among the many career choices the students are studying are museum science, dentistry, physical therapy, veterinary medicine, teaching, tailoring, rehabilitative services, auto mechanics, hotel management, speech and occupational therapy, radio and ichthyology. One student, Carol Crumb, is working in a travel agency and as part of her job recently got to take a trip to Bermuda.

The program involves 60 students, 20 at each school. "All 20 (at Newark) have found something they like," Mrs. Houck said. "Some like the first exploration, and stayed," she added.

She repeated, though, that all 20 still have to make three explorations, even if they like their first one.

The program is designed for juniors and seniors, she said, and the school district has a three-year, $300,000 grant from the U.S. Department of Health, Education and Welfare to run the program. The number of students taking part will double each year.

"We're mainly taking students who can't decide among four-five careers," Mrs. Houck said. "We place them on a site in the community to shadow someone around for three-four half days. If they don't like what they've seen, they'll make a decision against that career. I think that's as good an educational experience as any.

"If they like what they've seen and want a longer experience, we ask the businessman if the student can come back for three-nine weeks. No one has said no."

Although the program is not designed to obtain immediate employment for the students, some have been offered jobs, Mrs. Houck said. That's taboo during the school day, she said, but what's done after class hours or during the summer is up to the employer and the student.

The response from the business community has been gratifying, Mrs. Houck said, especially since businessmen often are critics of education.

Students taking part in REAL don't get all of their working-life training on the job, though. In school they take courses related to their career choices, Mrs. Houck said, and also will be learning such things as how to fill out income tax forms, car maintenance, credit and banking, knowing legal rights and responsibilities, insurance and budgeting time and money. "These are things we feel kids need to know to survive in today's world," she said.

Carol Crumb dreams of, and remembers, far-away places.

Serving the student is the program's primary goal, Mrs. Houck said, even if it means deciding the student should return to the regular school program. One student has chosen drafting as his career, she said, and has been told he should return to the regular school program to get his physics, math and architectural drawing credits. "I think he will be better motivated now that he has a goal in mind," she added.

The students not only learn what their career choices are like on a day-to-day basis, Mrs. Houck said, like all the clerical work done in an attorney's office, but also are told what's likely to be available job-wise in the various fields once they complete their education. Those who think they might want to be teachers, for example, are urged to specialize in order to have a better chance of landing a job, she said.

Student response to the program has been good, Mrs. Houck said, even though it started in mid-year. "We have had more than 40 applicants for the 20 spaces (at Newark High)," she said, "and already have recruited for next year."

Gregg Gantt checks out a "real" problem on a car. (Staff photo by Bob Herbert)

SCHOOL COMMUNITY

Project REAL offers learning experiences...

POST photo by Andy [illegible]

Newark High School REAL students Nancy West, (far left) and Chris Sammelwitz (second from right) pick up tips from Newark Nursery's Mary Pat Laws and Bud Beeson.

By REX SCHULTZ
(Of the Post Staff)

The U.S. Department of Labor has catalogued more then 35,000 separate occupations and careers embraced by the American economy. Choosing from among them can be a challenging and confusing undertaking for young people just entering the world of paycheck, bank account and time clock after so many years within the insular bubble of the educational system.

But for 58 juniors and seniors at the Newark district's three high schools who are involved in Project R.E.A.L., that important decision may be a bit easier to make. At least, said Primo Toccafondi, the project's coordinator, they may discover that a career which interested them is not their cup of tea after all.

Project R.E.A.L. (the initials stand for Relevant Experience for Alternative Learning) takes young people out of the classroom and exposes them to the realities of life in the working world, by placing them in real working positions in a variety of fields across the community.

The students, who earn academic credit for their work experiences, can be assigned to more than 150 career fields offered by the 100 employers who have agreed to participate in the project so far. Since the project's start in January, high schoolers have worked at such various locations as police stations, television studios, flower shops, marine science laboratories, tailor shops, kennels, newspaper offices - even glass-blowing workshops.

Project R.E.A.L. is still in its planning phase, said Toccafondi. "My job essentially is to phase myself out," he said, "to provide leadership in the project's initial phase and serve as a buffer between the federal agencies involved in funding the project and the participating schools,"

Career exploration by high school students began five years ago in pilot programs, Toccafondi said, funded by the U.S. Department of Health, Education and Welfare. Newark's project is based on the pilot program designed by Portland, Ore., which local educators studied in operation.

There are three components to Project R.E.A.L., Toccafondi said. The first is exploration, a period of counseling and research in which the student examines various career fields in which he has an interest and makes a selection from among them.

In the second phase, the high school's two Project R.E.A.L. educators (each school's R.E.A.L. office is staffed by a Learning Evaluator and a Community Coordinator) map out the objectives of the student's experience with the employer. In close cooperation with the employer, the staff incorporates as much of the student's academic requirements as possible into his job description.

"These first two components," Toccafondi said, "are different for each student. Each project is unique, designed especially to meet the needs of the individual student."

But every student is evaluated in the project's third component, a test of his ability to deal with requirements of living, called "competencies".

"Competencies are life skills which people have to master if they are to succeed at daily, adult living," Toccafondi said, "skills like establishing credit, banking, knowledge of consumer rights, understanding insurance, proper management of time, and so forth."

Students are evaluated on specific performance goals in these competencies, which assist them in learning about adult life in many of its various aspects and contribute to their understanding of the full range of adult responsibilities.

Toccafondi expects the infant project to grow steadily. Eventually, he said, the project will reach its optimum size, employing 60 students at each of the three high schools. "At that time, we'll have to take a close look at the project before considering any further expansion," he said.

Toccafondi thinks the project has overcome the first major obstacle to its success: establishing credibility among students and educators at the participating high schools.

Applications for one Project R.E.A.L. staff position soon to be available are beginning to pour in from teachers who have observed the project's first months of operation, Toccafondi said, suggesting that the concept is winning the respect of the high school staffs.

"We're well on the road to success," he said.

REAL program student Mark Grybowski watches intently as University Opticians' Tony Milan works with a lensometer.

Newark School District: Overview of excellence

1977 Annual Report

Supplement to:
Weekly Post

Project REAL helps career planning...

High School graduation.

Twelve years of school behind you.

But what of the future?

If you haven't had any real learning experiences in jobs you are interested in, how do you know you want to go into them.

The Newark School District has the solution for befuddled high school students. It's called Project REAL -- Relevant Experience for Alternative Learning.

It's a different approach to education that takes the student out of the classroom and places him in prospective jobs.

The program, which began in all three high schools last January, allows the student one to two years to investigate jobs and find out where he wants to market his abilities in the "real world", according to Dr. Primo Toccafondi, Career Education Coordinator for the Newark School District.

Toccafondi said the District has been considering such a program for about a year and a half before implementation. After researching and visiting a model program, the District applied for a federal grant for its own program. The $100,000 grant was awarded, and the District began advertising and hiring teachers for REAL.

Forty-five students signed up for the program while the District recruited community businesses for the on-the-job experience.

"The Community response has been phenomenal. We hardly received any turn-downs, and we have well over a hundred sites," Toccafondi said, adding the sites range from veterinarian, glassblower, state police, architect, dental hygienist, meteorologist, interior decorator, to actor, banker, journalist, jewler, mechanic, photographer and travel agent.

"The project can last up to 13 weeks, but they typically run two to five weeks. The kids are not paid and are not allowed to enter into the routine activity of the business. They're there to learn. Once they learn to lick envelopes, they can't keep doing it," Toccafondi said.

He said the students do receive some on-the-job training along with finding out what the job is all about and what an employer expects of his employees. Students have spent time working on cars in a mechanics' shop and a student working with a dental hygienist did get to clean a teacher's teeth. One student went on a trip with a travel agent, while other students simply observed occupations they were interested in pursuring.

The student enters into the program by selecting a site he wants to visit. "Then he researches the career and uses the information to develop questions that he wants to find out concerning the career," Toccafondi said, adding the teacher sits down and helps prepare the student for his initial three-day exploratory experience.

"The teacher discussion is our way of insuring the student is prepared, because we want to make the burden on the community host as light as possible -- he shouldn't have to feel he has to entertain the student," Toccafondi said.

After the initial three days, the student decides whether or not he wants to go back to the business for a more in-depth look. With the host's okay and more planning between the REAL teacher and student, the student returns.

If the student decides not to return, he finds another career to explore.

"The teacher then talks to the host and does an analysis of the site. The teacher drafts a project then negotiates the terms with the student," Toccafondi said, adding the REAL teacher checks the student's academic record; and if he finds the student needs an English credit, he incorporates it into the project.

"We recognize we can't provide everything the student wants or needs, so he is allowed to take up to two courses with the REAL project. This way, he gets the best of both worlds," Toccafondi said.

Carmen Davis, a senior, last year, at Glasgow, tried a nursery and elementary school before she found she liked working in a beauty salon. "The beauty shop was interesting. I was learning something I was interested in and not something I had to learn," Ms. Davis said, adding she probably would not have known what she wanted to do when she graduated if it was not for REAL.

"I enjoyed working with the teachers. They seemed like friends as well as teachers," she said, adding she enjoyed. the independence and freedom from the classroom.

Susan Scott, a recent graduate of Newark High, said her REAL project reinforced her desire to go into education. "I worked with Rosalie Alfieri, one of the District's speech therapists, and I loved it. I got to do a case session with a little boy, and other times, I sat in on group sessions. It opened up a whole new area for me; and I think I would like to get my Masters Degree in it."

She added she worked at West Park Elementary and has decided to go into elementary education at the University of Delaware this fall. "I was more leary about what I wanted to do before REAL, but now I know what direction I'm heading in," Ms. Scott said.

After his semester with REAL, last year, Christiana student, Tod Zeisloft, decided Newark is a good place for an artisan draftsman to market jewelry.

Zeisloft spent a few days with a hand-crafted jeweler and a jewelry supplier. He also worked in a retail jewelry store and handled repairs and over - the - counter transactions. He even attended a crafts show in Baltimore.

"I started out with the idea of knowing what's available in the job world. I tried to explore the possibility of marketing (hand-made) jewelry in Newark, and I decided Newark could use it," Zeisloft said, adding he plans to go to a liberal arts school and major in jewelry design with a minor in business administration.

APPENDIX T

Guidelines for REAL Students in the National Honor Society

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

Guidelines For REAL Students In The National Honor Society

The structure and organization of the REAL program is sufficiently flexible to afford any student the opportunity to qualify for National Honor Society membership. The qualifying provision that requires students to be enrolled in five in-school courses must however be carefully considered when planning programs.

Although REAL students will typically earn from four to six credits a year, it is possible to earn two and occasionally three credits in activities largely related to out-of-school experiences. Any student desiring to be considered for the National Honor Society must plan a program that clearly identifies five in-school credits per year. Regular courses as well as most REAL program courses may be used to qualify. Only two REAL courses, Career Experiences and Career Competencies, cannot be used to generate qualifying credits for the National Honor Society since credits earned in these courses would be based primarily on out-of-school experiences.

In order to provide maximum flexibility in planning the best possible individualized programs for REAL students, it will not be necessary to specify course titles and credits at the beginning of each school year. Sometime before the end of the first marking period, however, course titles and credits must be specified for students desiring to be considered for the National Honor Society. It will also be necessary for the learning manager to issue letter grades on a quarterly basis for the five courses that will be used for Honor Society consideration.

These guidelines should make the REAL program compatable with National Honor Society requirements without compromising the unique experiences and opportunities in the program.

RCM
2/4/77

APPENDIX U

REAL Program -- Student Entrance and Exit Provisions

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

REAL Program - Student Entrance and Exit Provisions

The Experience-Based Career Education Program (EBCE) developed by Northwest Laboratory in Oregon was basically designed as a one- or two-year program. In the process of adapting the REAL Program to this model, it has been determined that a modification of program length is appropriate to the needs of students at Newark High School. Rather than a one- or two-year program, project instructors are strongly recommending a half- or one-year program. They are convinced that a half-year program can result in a very valuable educational experience for eleventh- or twelfth-grade students.

Establishment of a half-year program in REAL creates a number of serious problems with regard to student access. With the exception of unusual and extenuating circumstances, existing procedures do not permit students to drop full-year courses at midyear for half credit. This provision is based on the thought that students will derive greater benefit from the first half of a full-year course if they complete the course. While most people would support this judgment, one also recognizes that a student entering the REAL Program may gain more as a result of his new experiences than he loses as a consequence of dropping the second half of a full-year course. If a student, his parents, and his counselor feel that the REAL Program would be more beneficial than the second half of a full-year course, who is to say whose judgment is best? We do not dictate the elective courses students should take, nor do we expect student and parent judgment to be flawless. We accept the judgment of students and their parents and make schedule adjustments in the best interest of students.

Now, if we accept the premise that half a year in the REAL Program can be an educationally valuable experience for some students, it does not make sense to set up a half-year program and then have regulations which penalize students who desire to enter at midyear. If a student needs to drop one or more full-year courses to enter the REAL Program at midyear, he/she should receive partial credit for having earned a passing grade for the first semester's work. If such credit were denied, the student would be penalized for entering a new, and possibly more productive, area of study.

Perhaps the best solution to this matter is to seek the middle ground. With this in mind, I would like to set the following guidelines.

1. The REAL Program should be presented to students as a half- or full-year program, and interested students should be counseled to schedule REAL into their study programs as they would any other course. A junior or senior might schedule himself for REAL either the first or second semester but would choose elective courses that would not have to be terminated at midyear.

2. Students who make late decisions and wish to enter REAL at midyear, without benefit of prior planning, should be considered on an individual basis. If half credit consideration is necessary, a student, with the help of his counselor, must identify educationally and vocationally sound reasons for entering the program. The reasons must be discussed with the teacher who would be asked to award the half credit. If the teacher and the counselor are unable to reach accord, the matter would be referred for administrative judgment. Since the three cooperative work experience programs (DE, DO, and OO) also require students to free blocks of time, the same guideline should prevail for students entering these programs. First time entry into these programs involves serious career decisions, and major schedule adjustment and procedures can therefore be justifiably distinguished from single course changes. This provision constitutes a specified modification, rather than elimination of the current procedure.

3. There should be no organized recruitment of students midyear for either the work experience or REAL Programs. Individual student counsel by teachers and guidance counselors is obviously acceptable at any time.

4. Students leaving the REAL Program after the first semester should not be admitted to new full-year courses at midyear without the expressed permission of the appropriate department head. The department head would be expected to review the matter with the teacher involved. It should be understood that a REAL student who receives a half credit for first semester Career English (grade 11 or 12) must be placed in the most appropriate regular English class if he/she leaves the REAL Program at midyear. Under these circumstances the student's record should show one-half credit for Career English and one-half credit for regular English.

5. Students who drop a full-year course at midyear for half credit may complete the second half of the course at a later time. Also, students who complete the second semester of a full-year course may complete the first half of the course at a later time. This practice should be avoided in English, however, because the sequence of course content is to some extent dictated by books which are transferred from teacher to teacher.

6. Since the REAL Program is still in the implementation stage, the six students who now wish to drop full-year courses at midyear should receive half credit for all passing grades. This is the same procedure that was used last year. In the future, however, the new guidelines will be in effect. Teachers of the students involved will be given specific instructions for awarding credits at midyear.

APPENDIX V

Competency Guides:

Time and Money Budget

Use of Public Agencies

Credit and Banking

Insurance

Personal Legal Rights and Responsibilities

Automobile Operation and Maintenance

Federal Income Tax

TIME AND MONEY BUDGET

OBJECTIVES: The student must be able to:

- I. A. Plan a schedule for a seven-day period, 24 hours per day.
  - B. Record a schedule for a seven-day period.
  - C. Compare the two schedules, indicate the differences and analyze the cause of the differences.
- II. A. Plan a ten-week budget based on your summer income and expenses.
  - or B. Prepare a detailed expense account for Prom Week--income and expenditures.
- III. A. Plan a three-month budget based on actual family income.
  - or B. Plan a three-month budget based on a given income.

Activities:

1. a. Student will develop a form to plan a time schedule for seven days, 24 hours per day. Use the following categories:

   School--classes, REAL activities
   Medical
   Meals
   Sleep
   Part-time job
   Homework
   Shopping
   Household duties
   School-related activities (sports, cheerleading, etc.)

   b. Student will record actual schedule during the seven days for which he planned, and note the differences between the planned and actual schedules.

   c. Student will analyze the causes for the differences.

2. Select one of the following situations:

   a. If you have a part-time job or receive a weekly allowance, plan a detailed budget for ten weeks of the summer showing income expenses. Use areas such as:

   Clothes
   Car expenses
   Records/tapes/hobbies
   Food
   Savings
   Leisure/entertainment

b. Assume you work forty hours per week and bring home a weekly salary of $76.00. Plan a detailed budget for ten weeks of the summer showing income and expenses. Use the same above areas.

c. Outline in detail your expenses and sources of income for your high school Prom Week. Determine what your costs will be and how you will obtain necessary income.

3. In the near future you will be forced to budget your expenses in terms of a monthly income. Select one of the following:

   a. Plan a three-month budget for a family of two adults and one child, with a take-home income of $700/month. Include the following areas:

      Household expenses
      Rent/mortgage
      Food
      Insurance (types)
      Utilities
      Clothing
      Transportation
      Medical care
      Gifts/contributions
      Recreation

   b. Explain your own family situation. Estimate the take-home income and using the actual numbers of people, plan a three-month budget using the above categories.

Materials or Resources Provided:

Booklet -- Marriage and Money

Materials or Resources to be Developed by Student:

Time Schedule Form
Written Responses to Activities

USE OF PUBLIC AGENCIES

OBJECTIVES:

I. Complete an application for a Social Security card.

II. Identify, categorize, and describe the services of public agencies and government agencies.

III. Demonstrate the ability to utilize agencies that serve the public.

Activities:

1. Secure a Social Security card.

2. Participate in a seminar conducted by employees of the Department of Labor for the purpose of becoming knowledgeable of the services offered there. Compare these services with those of a private employment agency.

3. Using information available at the City of Newark, or the New Castle County Courthouse, obtain the following information about your present place of residence. If the information is not available to you, note the department or other source from which the information is obtainable.

   a. Property tax rates
   b. Zone designation (list other zone designations)
   c. All assessments against property (sewer, street, lighting, fire district, water, roads)
   d. Legal rights for tenant if property is rented

4. (Optional exercise) Play "The Public Agency Game."

5. Assume that you have moved into a new community. There are services and information which you must have. Using the following list, record the type agency contacted (government or public), phone numbers, contact people and titles, information or action received, opinion of information received (good, poor, run around).

   a. Heat
   b. Postal service
   c. Licensing car and drivers
   d. Health care
   e. Map of Newark
   f. Drug counseling
   g. Light
   h. Trash removal
   i. Licensing animals
   j. Marriage license
   k. Horticulture info
   l. Student jobs
   m. Phone
   n. Recreation
   o. Transportation
   p. Libraries
   q. Licensing for additions to house or addition of pool

Resources:

Applications for Social Security cards can be found in the REAL offices in each high school. Applications can be taken to the Newark Senior Citizen Center the fourth Thursday of each month from 11:00 a.m. to 12:30 p.m. Please contact Mrs. Miller, 571-6149 to advise her if a group of students over four will be making applications.

Seminars will be arranged by your Community Coordinator.

REAL Office Library:

- Telephone Book
- League of Women Voters Government Book
- S.O.S. Pamphlet
- Newark Chamber of Commerce Handbook
- New Castle County Fact Book (1974)

Certifiers:

Mrs. Miller
Mr. Thomas and/or Mr. McCoy, Labor Department

CREDIT AND BANKING

OBJECTIVES: The student must be able to:

I. Maintain a checking account.

II. Establish and properly use various types of credit.

III. Select a savings account.

Activities:

1. a. Demonstrate the ability to properly write a check.

   b. Describe the different types of checking accounts available and their costs.

   c. Describe the process of reconciling a checking account.

   d. Describe the FDIC and its function.

2. a. Define three ways you can establish credit.

   b. Define the differences in interest rates charged for a bank credit card (Bank Americard, Master Charge) and the interest rate charges for a secured loan obtained from a bank.

   c. Define the effect of the Truth in Lending Act.

   d. Define APR and describe its use in comparing loan rates.

3. a. Describe the difference between a passbook savings account and a Certificate of Deposit.

   b. What effect does length of time have on the interest rate for a Certificate of Deposit.

4. Using the rear of the blank Delaware Trust account statement, reconcile each checkbook balance with the bank balance.

   a. Checkbook balance: $442.80 Bank Balance $531.63
   Unreturned checks: $60.36; $10.21; $23.61; $78.76
   Deposits not shown: $84.11

   b. Checkbook balance: $630.95 Bank Balance: $99.38
   Unreturned checks: $15.00; $7.21; $6.00; $18.00
   Deposits not shown: $577.78

Resources:

"Your Insured Deposit"
"How to Establish and Use Credit"
"Delaware Trust--Ready Credit"
"Delaware Trust--Checking Accounts"
"Delaware Trust--Savings Plan"
"CM4 Consumer Mathematics" pp. 31-71

Certifiers:

Mr. Jenkins - Delaware Trust
Newark Branch
South College Avenue

Mr. Allenby - Delaware Trust
Glasgow Branch
(Across from Hodgson Vo-Tech)

Mrs. Sadowski - Peoples Bank & Trust Co.
Newark Branch
Possum Park Mall

INSURANCE

OBJECTIVES: The student must be able to:

I. Plan a life insurance program.

II. Plan a health insurance program.

III. Decide on necessary automobile insurance.

IV. Decide on necessary "personal" insurance.

Activities:

1. a. Describe the different types of life insurance policies available and their relative cost.

   b. Describe the effect of initial age of purchase on premium rate for life insurance.

   c. Describe criteria for selecting insurance agent.

2. a. Describe the various types of health insurance.

   b. Identify the sources of health insurance available to an individual.

3. a. Describe how you decide which coverages you need for your car.

   b. Define why different drivers pay different rates for automobile insurance.

   c. Define "No-Fault" automobile insurance.

4. a. Define the basic types of coverage included in a tenant's insurance policy.

   b. What additional coverages are provided in a homeowner's policy that are not included in a tenant's policy?

5. a. You are a college student, living in an unfurnished apartment, and own your own car: list the types of insurance coverage that you would need.

   b. You are 22 years old and married; you have no children. You just purchased your first home. You earn $10,500 per year. Your employer provides health insurance on you and your spouse that covers 70% of all medical bills after a 50% deductible. You own an automobile. List the types of insurance coverage you would need.

Resources:

"What Every Family Should Know About Life Insurance"
"Sizing up the Agent Who Sells You Life Insurance"
"We Had You in Mind - Tenant Insurance"
"We Had You in Mind - Homeowner's Insurance"
"Why Young Men and Women Should Own Life Insurance"
"General Mathematics" pp. 504-511; 536-542; 482-491.

Certifiers:

Notify Community Coordinator when prepared to seek certification.

PERSONAL LEGAL RIGHTS AND RESPONSIBILITIES

OBJECTIVES: The student will be able to:

I. Demonstrate a knowledge of the basic constitutional guarantees.

II. Explain "due process of law."

III. Identify rights and responsibilities of consumers.

IV. Identify consumer protection agencies.

Activities:

1. Select five U.S. Constitutional Ammendments which you feel are most important to your personal rights and responsibilities. Identify and be able to discuss these.

2. State the general purpose of state constitutions.

3. What is meant by "due process of law"?

    a. Which ammendment guarantees us this right?
    b. Read "Is 'Fair Trial' for Adults Only?"
    c. Answer Sourcebook Test and Attitudinal Survey referring to this case.

4. What does "the right to counsel" mean?

    a. Read all cases in "Fair Trial" dealing with this right.
    b. Answer the Sourcebook Test
    c. Complete the Attitudinal Survey
    d. Discuss the following quotation: "Justice is depicted by a blindfolded woman. She may not be able to see, but she can smell -- money."

5. What is plea-bargaining?

6. Prepare two questions from each of the above five exercises that might be discussed in a seminar: Participate in a seminar conducted by a legal authority.

7. Have your rights as a consumer ever been violated? Describe how and what you did about it, and state whether satisfactory adjustments were made.

8. Write a letter to a local Consumer Protection Agency to explain the violation of your rights. Include:
    - a. Date, place, and purchase
    - b. Price and expected function of product or service
    - c. Attempts to justify with seller (dates, methods, people)
    - d. Action received to date
    - e. State your expectations
9. List five basic principles of Consumer Law.
10. List five responsibilities of consumer.
11. Demonstrate responsibilities through a preparation exercise, i.e., buying a color TV (option, any major purchase).
    - a. Using a consumer resource, compare facts about TVs.
    - b. Cut out two advertisements or listen and record facts from radio or TV about price, method of payment, and qualities.
    - c. Compare warantees and guarantees.
    - d. Consult a consumer agency for additional information.
    - e. Make a decision based on your research.

Resources:

Consumer Law Kit. Changing Times: Washington, D.C., 1977.
Fair Trial. A Fundamental Freedom's Project: Columbia, 1975.
Fair Trial/Free Press. Constitutional Rights Series: Encino, 1977.
Law & the Consumer. Justice in America Series: Boston, 1977.
Liberty Under Law. American Ed. Publ. Unit Book: Middletown, 1972.
Xeroxed copies of these cases may be found in the REAL Library.

Seminar Speakers: To be arranged.

Certifiers:

Notify Community Coordinator when prepared to seek certification.

AUTOMOBILE OPERATION AND MAINTENANCE

OBJECTIVES: The student must be able to:

I. Get both a learner's permit and a driver's license.

II. Outline the essential elements of an automobile maintenance program.

III. Outline safety and defensive driving techniques.

IV. Itemize auto expenses and compare them with the expense of using public transportation.

Activities:

1. Either pass the state written and driving tests to the satisfaction of a Motor Vehicle Division examiner and get a driving permit and license, or on parent request, pass the written portion only.

2. Develop a maintenance program for an automobile to the satisfaction of an automobile mechanic. Change a tire, replace a fuse, and describe winterizing techniques.

3. Demonstrate defensive driving techniques to the satisfaction of a driver training instructor. (If you select option two of Activity 1 above, a verbal explanation is acceptable.)

4. Describe to the satisfaction of a certifier emergency techniques if an auto stalls on a freeway.

5. List to the satisfaction of the certifier all the costs of purchasing, insuring, and maintaining an automobile for one year. Include interest, maintenance, and depreciation costs. Compare these costs to the expense of using public transportation for one year.

Resources:

See resources information in Learning Center.

Certifiers:

Notify Community Coordinator when prepared to seek certification.

FEDERAL INCOME TAX

OBJECTIVES: The student must be able to:

I. Determine who must pay income tax.

II. Explain meaning of terms used on income tax forms.

III. Complete a W-4 withholding form.

IV. Complete short federal income tax forms.

Activities:

1. The Tax Reform Act of 1969 and 1976 changed substantially who must file a tax return. Identify those who must file a return as stated by this act.

2. Explain the meaning of the following terms as they apply to tax forms:

   Deductions
   Exemptions
   1040 - Short Form
   1040A - Long Form
   Dividends
   Interest
   Withholding Tax
   Dependents

3. You have a job or will have one soon. Complete a W-4 withholding form claiming yourself as a single allowance.

4. Complete one of the following:

   a. A summer job earns you $925 in total wages and your employer withholds $147.70 in income tax. File a tax form (1040A) and determine your amount of return.

   b. If you presently have a job, use your own salary plus withholding tax and file a tax form to determine a refund.

5. Assume you are married. Both you and your spouse work. Your yearly salary is $10,500 and the withholding federal tax is $1,500.93. Your spouse earns $8,325 and has withheld $1,204.75. You have a joint savings account and have earned $150.00 in interest.

   a. File a joint return on form 1040A -- combining your salaries and taxes. Sign for yourself and your spouse.

b. Using the same figures, file two separate tax returns--one for you and one for your spouse. Sign for both.

c. Compare the two and analyze why the results are different.

Materials or Resources Provided:

W-4 Withholding Forms
1040A Forms
Library Resources
Books in REAL room -- "Managing Your Money" pp 458-486.
"Instructions for Form 1040"

Materials or Resources to be Developed or Secured by Student:

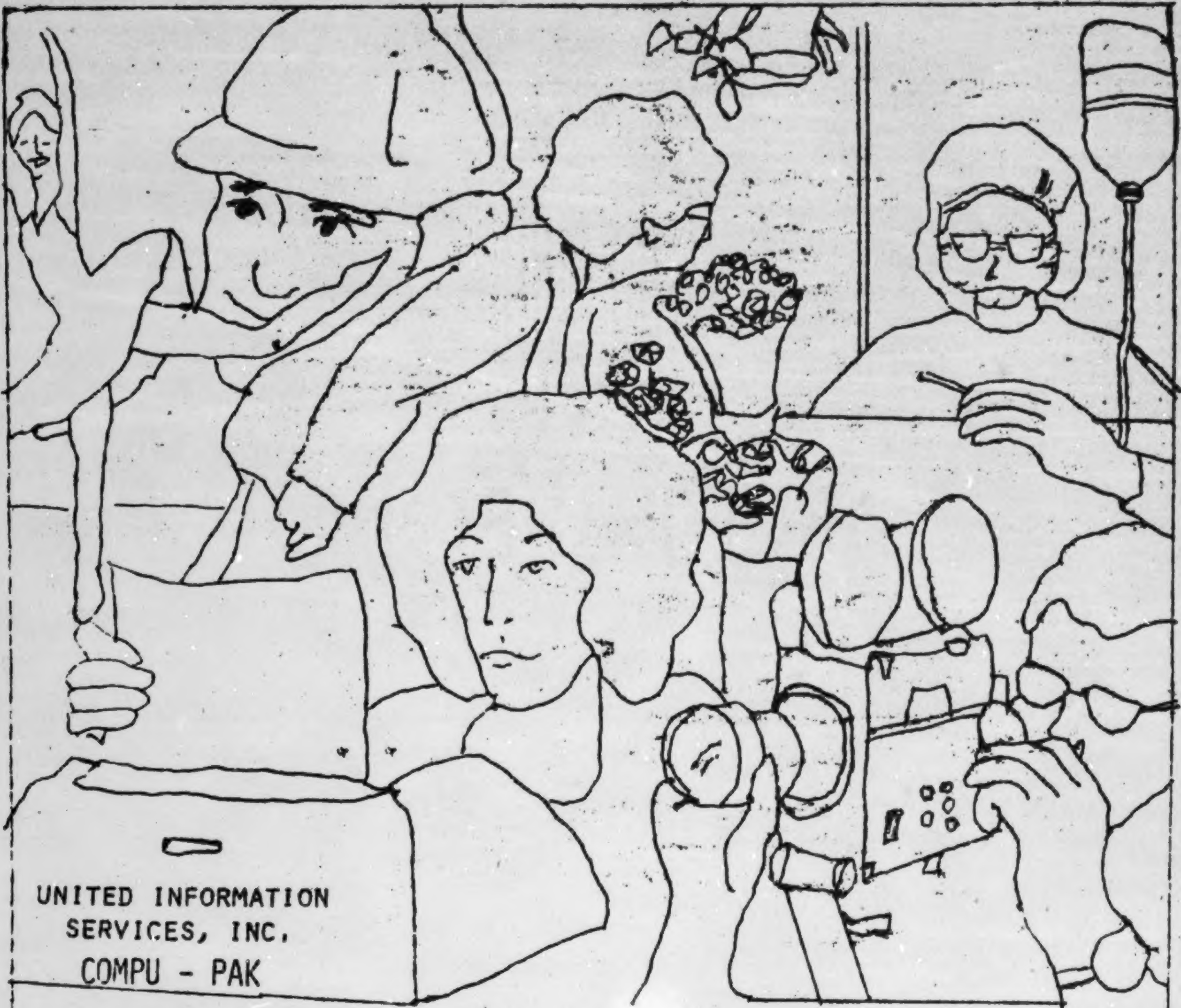
Completed W-4 Form
Completed 1040A Forms
Written Reports

Certifiers:

Parent or Member of REAL Staff.

APPENDIX W

Career Exploration Guide


UNITED INFORMATION
SERVICES, INC.
COMPU - PAK

Career Exploration Guide

STUDENT ______________________________

SITE ______________________________

EMPLOYER INSTRUCTOR ______________________________

STARTING DATE ____________ COMPLETION DATE ____________

Pre-Work

Complete before beginning exploration:

1. Job/career I am about to explore: ____________________
2. Dictionary of Occupational Titles number: ____________________
3. Career Cluster System Group: __________ Sub Family: __________
4. Determine three different job roles or careers that are related to the career you are about to explore and briefly describe each:

   (1) ____________________

   ____

   ____

   (2) ____________________

   ____

   ____

   (3) ____________________

   ____

   ____

5. Using your career area in #1, write a more detailed description of the job you are about to explore. Include educational needs, "typical" work days, the duties of the job, etc.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Pre-Work (continued)

6. Now that you have some basic information about your career area, find out if there are any jobs. Analyze the career as follows:

   a. The national job outlook for the next 10 years.
   b. The current opportunities in this career area in the immediate four state region (Pa, N.J., Del., Md.)
   c. Job prospects in the immediate Newark-Wilmington area.

Career Center Resource List

D.O.T. File
Career Cluster System
Chronicle Occupational Briefs
Federal Career Directory
Encyclopedia of Careers
Career Information Monographs
U. S. Dept. of Labor Job Bank Information
Delmarva Job Flow Information
Manpower Needs Study-New Castle County
Occupational Outlook Quarterly
Occupational Outlook Manual for 74-75 & 76-77
Career World Magazine
Pennscript Index
Books, Magazines, Movies and Filmstrips
G.I.S. Computer (Guidance Information System)

Getting Started on Your Career Exploration

Company or agency

Employer instructor

Address Telephone

What type of job are you about to explore?

Before you explore the job, based on information from your research and knowledge you already possess, describe what you expect.

Why did you choose this job to explore?

What do you think this exploration will be like?

Fill in the dates and hours you have agreed to be at the job site.

Week of	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*

Interview Your Employer Instructor

Using topics and questions suggested below, interview your employer instructor. You may record the interview in one of the following ways:

☐ use a tape recorder to capture the entire interview as it happens, or

☐ take notes as you conduct the interview and then summarize or report on it by talking into a tape recorder, or

☐ take notes as you conduct the interview and then write them up into a short paper.

(Check the box in front of the option you choose.)

SUGGESTED INTERVIEW TOPICS

Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety

Products and services offered: what the job site produces, how its activities relate to community needs and to the consumer economy

Organizational structure: the company's management patterns, where and how decisions are made and communicated to employees, channels employees have to air their needs and criticisms

Specific job qualifications: legal (such as, age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials

SUGGESTED INTERVIEW QUESTIONS

What do you do during a typical day — the same things over and over, or something different?

What type of dress is acceptable — that is, slacks, jeans, shirt and tie?

How did you get started in this job?

What are the special training, schooling, experience requirements?

What are the opportunities for advancement?

What is the estimated salary range?

How long have you been on this job?

How long have you been with this company?

What previous jobs have you held?

What do you like and dislike about your job?

Look At Job Site Requirements

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

- Special height
- Special weight
- Adequate vision
- Ability to distinguish colors
- Physical strength
- Ability to stoop long periods
- Ability to sit long periods
- Driving ability
- Special voice qualities
- Special appearance
- Ability to stand long periods
- Ability to lift weights over 50 pounds

Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not. (Remember, you may find ones not listed above.)

Physical Requirement	*I Have It*	*I Don't Have It*

Training and Experience

What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

Describe the Company or Agency Where Your Job Site Is Located

Does it provide a **service** for customers or the public? ☐ Yes ☐ No

Does it **manufacture a product**? ☐ Yes ☐ No

Does it **sell** a product or products? ☐ Yes ☐ No

Describe the service or product:

Describe the Job You Are Exploring

What kinds of **equipment and tools** are used on this job?	What are some **activities and work tasks** typical of this job?

Describe the Site With Pictures and Words

Put photographs, drawings, or cartoons in the boxes below that show the four most important aspects of your career site. Under the pictures write descriptions of services, products, equipment or people that are in the pictures.

Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	*Do you like to do this?*	*Can you do it?*
Working with Things			
Precision work			
Operating equipment			
Handling materials			
Working With Information			
Interpreting facts			
Organizing and using information			
Copying, sorting and putting things together			
Working with numbers or words			
Working With People			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

What do you consider to be the skills and aptitudes most necessary to performance of this job?

1.
2.
3.
4.
5.
6.

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

	Skills	*Ways You Could Learn Them*
1.		
2.		
3.		
4.		
5.		
6.		

	What interests and aptitudes do you have that might not be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1.		
2.		
3.		
4.		
5.		
6.		

Map Out Your Work Environment

The actual physical environment where you work can have very important effects on your job satisfaction and general sense of well being. With this in mind, draw the floor plan of the job site you are exploring in the space below.

On the floorplan, identify and show locations of equipment, stock, merchandise and so forth. Put an "X" to locate your employer instructor's primary work area. Also indicate locations of windows, other light sources and heating/cooling vents in relation to this primary work space. Emphasize details you especially like or dislike — such as a window view of a beautiful tree or a source of cold air on your neck.

COMMUNICATIONS SKILLS REQUIRED BY THIS JOB

List below three communications skills in specific terms that are required by this job.

1. ____

____

____

2. ____

____

____

3. ____

____

____

MATHEMATICS SKILLS REQUIRED BY THIS JOB

List below three mathematics skills in specific terms that are required by this job.

1. ____

____

____

2. ____

____

____

3. ____

____

____

Think About Values or Principles

Before exploring the job, look at the values and principles listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal values

- ☐ independence
- ☐ surroundings
- ☐ loyalty
- ☐ self-satisfaction
- ☐ leadership
- ☐ appearance/grooming
- ☐ ____________

Social values

- ☐ human rights
- ☐ group rights
- ☐ equal opportunities
- ☐ environment issues
- ☐ teamwork
- ☐ ____________
- ☐ ____________

Work values

- ☐ job security
- ☐ wages and benefits
- ☐ competition
- ☐ advancement
- ☐ status
- ☐ ____________
- ☐ ____________

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your employer instructor work alone or with many people? ____________

____

Is the work area comfortable, safe and well-lighted? ____________

What are the special rules for appearance? ____________

Describe opportunities to show independence and leadership ____________

____

Social Values

Can workers of either sex work in this job? (If not, why not?) ____________

____

If you can, give an example of this company or agency's concern for protecting the environment ____________

____

Is there a procedure for workers to influence decision making? ____________

____

Work Values

What wages are paid for a beginning worker in the job you explored? ____________

____

Is there a union or bargaining group to represent workers?

Is there a group insurance plan here? ____________

What are the opportunities for promotion? ____________

Does this company provide in-service training for employees? ____________

____

Look at your lists now and from your answers decide which of the statements below best fits how you feel (check one)

☐ I do not want to explore this kind of job further.

☐ I want to explore this kind of job further, but on another site.

☐ I would like a learning level experience on this site.

☐ I would like a learning level experience with this kind of job, but on another site.

☐ I would like a skill building level experience on this site.

☐ I do not want to explore this kind of job right now, but I may want another look in the future.

Describe experiences and people that were the most helpful to you during this exploration.

What recommendations would you make to other students exploring this site?

Comments and Evaluations

Student: Write one or two statements about this job site summing up your reaction to it, particularly how it matches up with your career expectations.

Signature *Date*

Employer Instructor: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

has completed this
Exploration Guide to my satisfaction *Signature* *Date*

School Staff: Write your evaluation of this exploration and how it has affected the student's career awareness and planning.

Signature *Date*

STUDENT EVALUATION OF LEARNING SITE

Student ______________________________ Date __________

Community Instructor ______________________

Site ______________________________

Learning Level ☐ Exploration ☐

CI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

CI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:			
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

ARE YOU:			
Satisfied with your present learning site?			
Gaining valuable learning experiences?			
Clear on your performance review?			

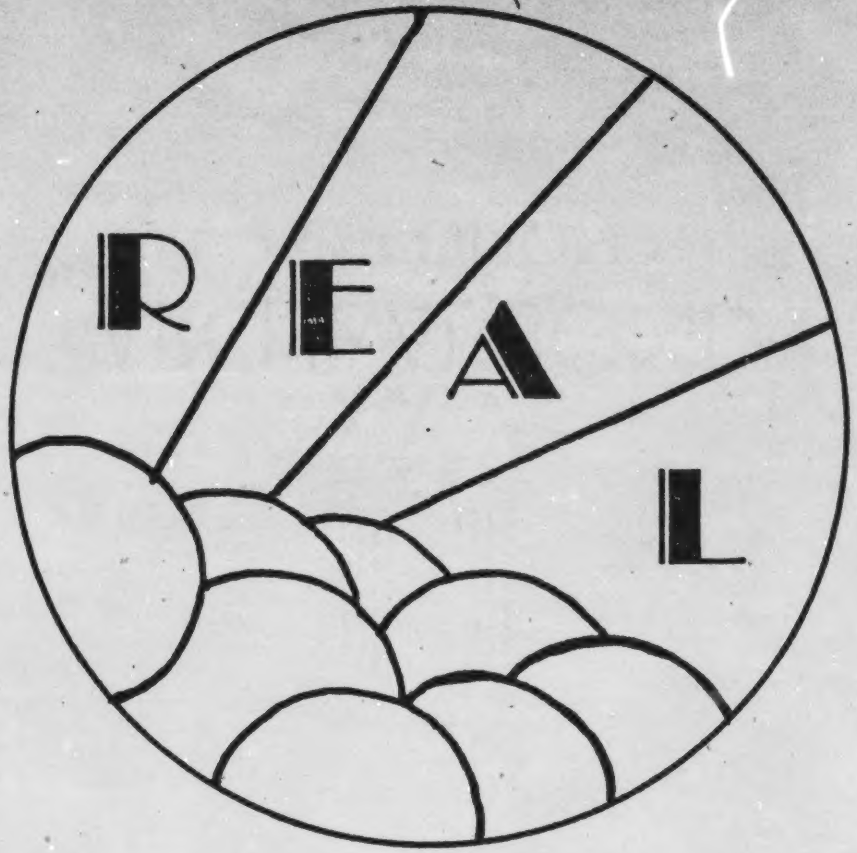
Comment

ADDITIONAL COMMENTS:

____
signed

APPENDIX X

Learning Site Analysis Form



LEARNING SITE ANALYSIS FORM

COMMUNITY SITE

DEPARTMENT/POSITION

ADDRESS/PHONE

COMMUNITY INSTRUCTOR

SCHOOL STAFF

DATE

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

______Heavy lifting____

______Carrying____

______Stooping____

______Standing long periods______________________________________

______Sitting long periods_______________________________________

______Special voice qualities____________________________________

______Tolerance for noise____

______Special appearance ____

______Tolerance for odors _______________________________________

______Driving ability ____

Please list any other special physical requirements________________

____

Clothing, Equipment Requirements

______Hard hat ______Coveralls ______Rain, foul weather gear

______Uniform____

OTHER____

Safety Conditions

Please describe special safety restraints or conditions as designated by the employer instructor or contracts and agreements:

TOOLS, MATERIALS AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Special classes the student might be able to take:

Work samples and materials:

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.):

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

Precision instruments:

READING MATERIALS CHECK LIST

Which of these are available to students at your site?

☐ Job application forms
☐ Notices and signs on job site
☐ Forms (order forms, invoices)
☐ Catalogues
☐ Brochures or printed advertising
☐ Manuals and written instructions
☐ Schedules or lists
☐ Account statements
☐ Letters, memos, notes (a sampling)
☐ Reports, pamphlets, or articles in publication
☐ Telephone lists or lists of extensions
☐ Address lists
☐ Labels or writing on packages
☐ Union or Labor Force contracts
☐ Personnel tests regularly administered
☐ Any other specific work-related materials
☐ List others

____

____

____

Using the list above as a reference, select ***three*** *pieces of written material you feel must be read in order to do the job satisfactorily.*

____

____

____

APPENDIX Y

Administrative Support for REAL Assessment Instrument

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

Administrative Support for REAL

Throughout the planning and initial implementation stages of the REAL Program I have endeavored to provide administrative guidance and support to all of your efforts. In the interest of providing the best possible support in the future, please rate the effectiveness of my efforts to date.

	Effectiveness To Date				
Nature of Guidance/Support Effort	1 Ineffective	2	3	4	5 Very Effective
Planning for implementation	1	2	3	4	5
Coordinating district and school implementation processes	1	2	3	4	5
Adapting REAL operational guidelines to NHS regulations	1	2	3	4	5
Providing program facilities	1	2	3	4	5
Providing for instructional materials	1	2	3	4	5
Gaining program support from NHS staff	1	2	3	4	5
Recruiting students for REAL	1	2	3	4	5
Informing parents and community about REAL	1	2	3	4	5
Responding to your requests for assistance/support	1	2	3	4	5
Seeking your input when making administrative decisions affecting REAL	1	2	3	4	5
Overall guidance and support	1	2	3	4	5

APPENDIX Z

How Successful is REAL?
Assessment Instrument

NEWARK HIGH SCHOOL

How Successful Is REAL?

Successful implementation of a new program such as REAL can be directly related to attaining the following two conditions:

1. A successful program is one that is perceived to be of definite value by both the students and staff in the program.
2. A successful program will gain acceptance and support from the staff and students (not in the program) based on the program's operational creditability.

The following series of inquiries are designed to determine your perception of the extent to which these two conditions have been established.

Part I - Value of Program Provisions

Identify the extent to which each of the following program provisions has been of value to you. Indicate your response by circling the most appropriate number on the rating scale. A rating of one (1) indicates the provision was of little or no value to you. A rating of five (5) indicates the provision was of great value.

REAL Program Provision	Value of Provision 1 little value	2	3	4	5 great value
Short Term Community Exploration	1	2	3	4	5
Learning Level Projects at Community Sites	1	2	3	4	5
Predesigned Project Activities	1	2	3	4	5
Competencies	1	2	3	4	5
Journal Communications	1	2	3	4	5
Seminars	1	2	3	4	5
Opportunity to use my own learning style	1	2	3	4	5
Opportunity for learning experiences in desired study areas	1	2	3	4	5
Overall rating of all program provisions	1	2	3	4	5

Use the above rating procedure to express the extent to which REAL Program experiences were of value in:

	little value				great value
increasing your awareness of career options and opportunities	1	2	3	4	5
increasing your level of self-direction and responsibility	1	2	3	4	5
improving your utilization of time when completing learning tasks	1	2	3	4	5
increasing the relevancy of classroom and other learning experiences	1	2	3	4	5

Part II - Acceptance and Support for REAL

Indicate the extent to which you think the REAL program has gained acceptance and support from students and teachers who are not in the program. Indicate your response by circling the most appropriate number on the rating scale. A rating of one (1) indicates that REAL has gained little or no acceptance. A rating of five (5) indicates solid acceptance and support.

Newark High School Group	Level of Acceptance and Support for REAL 1 little or no acceptance	2	3	4 solid accept. & support	5
Teachers	1	2	3	4	5
Students	1	2	3	4	5

APPENDIX AA

Memoranda Regarding Control Group Testing

Letter to Participants in Control Group

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

MEMORANDUM

TO:

FROM: R. C. Musselman

RE: ACD - Control Group Testing

Assessment of Career Development
- ACD -

Background: One of the major objectives of project REAL is to help participating students to make wise assessments and choices of career options. In order to determine if this objective is being met, Educational Testing Service will carefully assess all REAL students to determine their level of career development now and at the close of the school year.

Needed: A randomly selected group of 11th and 12th grade students to take the same test as the REAL students. About three 11th and three 12th grade homeroom sections would represent a reasonable control group.

What Will Be Assessed? The assessment instrument is designed to measure:

1. A students occupational awareness including occupational knowledge and exploratory occupational experiences.
2. Self Awareness including job values and performances, career plans, self-evaluation of career planning and perceived needs for help with career planning.
3. Career Planning and Decision Making including career planning knowledge and involvement in career planning experiences.

How Will Control Group Assessment Data be Used?

1. The assessment data from the control group will be compared with the assessment data from students in project REAL. The comparative results will indicate the extent to which project REAL is achieving one of its' major objectives.
2. The assessment might also be helpful in determining if students outside of project REAL might be interested in and benefit from more assistance in dealing with career options.

What Does the Assessment Process Involve? Sometime in late February and again towards the close of the school year, all participants will be assembled to test their level of career development. The assessment requires a total of 110 minutes to administer.

2/9/77

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

MEMORANDUM

TO: Students in Homerooms 11E, 11G, 11H, 12E, 12F, 12H

FROM: R. C. Musselman

RE: Control Group Testing for Project REAL

I would first like to express my sincere thanks for your cooperation in the control testing process for Project REAL. On Thursday, March 3, 1977, all students in the homerooms indicated above should report to the A Cafeteria by 8:10 a.m. The actual testing will begin shortly thereafter and should be completed by the end of second period.

Although I refer to this as a testing process, it is more accurately described as an assessment process. We will try to assess your knowledge of careers and career opportunities. More specifically, the assessment instrument is designed to measure your:

1. Occupational awareness including occupational knowledge and exploratory occupational experiences.
2. Self-awareness including job values, career planning and perceived needs for help with career planning.
3. Career planning and decision making abilities.

The results of these tests will in no way influence any grades you earn in any of your subjects, and the results will not become a part of your permanent record. The data collected through this test will be used in two ways:

1. The assessment data from the control group (your group) will be compared with the assessment data from the test group (Project REAL students). The comparative results will indicate the extent to which Project REAL is achieving one of its major goals--helping students to develop greater career awareness.
2. The control group data may also be helpful in determining if students who are not in Project REAL might be interested in and benefit from more assistance in dealing with career options. Results may indicate that career-oriented programs are needed for many students.

I hope the above information helps you to understand how your involvement will help others. The testing experience may also help you to identify some career matters you should be dealing with. If there are any questions or concerns, I will certainly respond to them on Thursday morning. Thanks again for your help, and I'll see you Thursday morning in the A Cafeteria at 8:10 a.m.

RCM
3/2/77

NEWARK HIGH SCHOOL
Newark School District
Newark, Delaware

M E M O R A N D U M   May 17, 1977

TO:

FROM: R. C. Musselman

RE: Assessing your Career Development

Last March 3, you participated in a control-testing process for Project REAL. At that time you and approximately 100 other juniors and seniors responded to an assessment instrument designed to measure your career development. In order to complete our initial evaluation of Project REAL, it is now necessary to schedule you for a second assessment session.

The second session will be very similar to the March 3rd session, but considerably less time will be required to complete your responses. Remember, the second session represents a "post test" designed to identify changes that might have occurred since March 3rd. Without this post-test information, the assessment you took in March cannot be used to help us evaluate Project REAL.

I know your schedule is very busy at this time of the school year, but your continued cooperation and follow through is critical to the successful evaluation of Project REAL. Please report to the A Cafeteria by 8:20 a.m. this Thursday, May 19. The testing will begin immediately and you will probably finish before the end of period two. I will notify your first and second period teachers of your absence from classes so you can be sure the absence will be excused.

Thank you for your continued help, and I'll see you at 8:20 a.m. Thursday morning in the A Cafeteria.

NEWARK HIGH SCHOOL
NEWARK SCHOOL DISTRICT
EAST DELAWARE AVENUE, NEWARK, DELAWARE 19711
SCHOOL OFFICE (302) 731-2151 • GUIDANCE (302) 731-2197

June 3, 1977

Dear

Taking a test of any kind is a hassel for most people. A Career Assessment test given late in May must surely qualify as a double hassel. As such, I'm sure you would have preferred not to show up for the test you were asked to take during the last week of May. The fact that you did decide to give of your own time in the interest of others is commendable. The cooperativeness and self sacrifice needed to complete this testing process could easily have been left to other students. Some students did "opt out" but you chose the less pleasant but responsive route.

I commend you for having developed these personal qualities and want you to know that they are recognized and appreciated by others. Again, my sincere thanks in behalf of the many students who will benefit from your involvement in this testing process.

Sincerely,

Richard C. Musselman

Richard C. Musselman
Associate Principal

APPENDIX BB

Year 1 - Third-Party Annual Evaluation Report
Educational Testing Service

Year 1

Third-Party Annual Evaluation Report

Relevant Experiences for Alternative Learning Project

Newark School District

Newark, Delaware

Project Grant No. J 03-76-00229 (502)

CAN No. 2031600

Review Period: November 30, 1976 through

September 31, 1977

Raymond G. Wasdyke

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

TABLE OF CONTENTS

Page

SECTION I. INTRODUCTION 1

Project REAL 1
Background of the District 4
Scope of Evaluation 4

SECTION II. PROJECT REAL STUDENT OUTCOME EVALUATION QUESTIONS . 6

SECTION III. PROJECT REAL STUDENT PROCESS EVALUATION QUESTIONS 18

SECTION IV. PROJECT REAL MANAGEMENT PROCESS QUESTIONS 26

APPENDIX A: IMPLEMENTATION SITE ESSENTIAL CHARACTERISTICS CHECKLIST

Educational Testing Service
Princeton, New Jersey
First Year Third-Party Annual Evaluation Report
Newark School District
Newark, Delaware
Project Grant No. J 03-76-00229 (502)
CAN No. 2031600

Title of Project: Relevant Experiences for Alternative Learning (REAL)
Review Period: November 30, 1976 through September 31, 1977

SECTION I. INTRODUCTION

The Newark (Del) School District has been awarded a three-year contract from the U.S. Office of Education to implement an experience based career education project (EBCE) subsequently referred to as Project REAL. As part of the terms and conditions of the contract Educational Testing Service (ETS) has been selected to provide third-party evaluation activities for the project's first year of operation -- October 1, 1976 to September 31, 1977. ETS's specifications for third-party evaluation services were included as part of Newark's original proposal to the Office of Education. ETS received and signed a formal letter of agreement (contract) to provide these services on November 30, 1976.

Project REAL

Experience based career education was conceptualized and initiated by the Office of Education. Following preliminary studies, four regional laboratories were selected by the National Institute of Education to develop the EBCE concept into an alternative educational program for high school students. The Newark School District selected Northwest Regional Educational Laboratories EBCE project for implementation. The project has essentially three broad characteristics:

1. The project is student-centered and provides personalized learning experiences to participating students.
2. The focus of student learning activities is in the community.
3. Instructional experiences of an academic nature are integrated with career development experiences.[1]

The content of Project REAL's learning activities is individualized on the basis of each student's unique cognitive styles, personal goals and educational needs. Staff are guided in their negotiation of individual student learning plans by the following curriculum components:

- Life Skills (creative development, critical thinking, personal/social development, science, functional citizenship, competencies)
- Basic Skills (reading, mathematics, computation)
- Career Development (identifying career interests, understanding the world of work, employability skills, career knowledge)[2]

---

1. National Institute of Education, Education and Work Program U.S. Department of Health, Education and Welfare, A Comparison of Four Experience-Based Career Education Programs, 1976.

2. Newark, Delaware, A Proposal for the Implementation of Northwest Regional Educational Laboratories EBCE Model, 1976.

The goals of Project REAL as contained in the proposal to the U.S. Office of Education include:

Goal A: Providing the overall management and support staff for the program

A1: Establishing an advisory board to function in the areas of program planning, governance and community relations

A2: Developing a management plan for each years operation

Goal B: Developing the necessary instructional and curriculum materials for approximately 60 students for the first year of operation

B1: Establishing a network of community sites in which student learning activities will take place

B2: Implementing EBCE curriculum materials in three high schools that relates community learning activities with the three program context areas: Life Skills, Basic Skills and Career Development.

Goal C: Evaluating student process and student outcome data

C1: Developing and implementing an evaluation design that provides for student outcome evaluation, process evaluation, summative evaluation and side effects evaluation

Goal D: Developing alternative strategies for demonstrating and disseminating Project REAL materials through Delaware.

D1: Providing consultant services and appropriate materials to districts interested in implementing Project REAL

D2: Providing dissemination of Project REAL information through graduate career and vocational education courses offered at the University of Delaware.[1]

---

1. Newark, Delaware, A Proposal for the Implementation of North West Regional Education Laboratories EBCE Model, 1976.

During Project REAL's first year of implementation 34 students were involved in the program in Christiana, Glasgow and Newark High Schools. The first half of the school calendar year was devoted to preparing the necessary instructional and curriculum materials, recruiting students, establishing learning centers, and employing staff. Student involvement in the program was initiated in January, 1977.

Background of the District

Newark, Delaware is located midway between the nation's capitol and New York City. The city is experiencing a massive growth in industry and housing. It has progressed from a small farming community to one presently characterized by pollution, congestion, and the demand for expanded services typical of cities in the northeast megalopolis. The Newark School District's student enrollment has doubled every five years since World War II and is currently estimated at 17,000 students. The district encompasses about 15 percent of the state of Delaware's total population. The Newark District is heterogenous in its occupational and sociocultural makeup with middle-income families predominating. A high proportion of the district's workers are employed in two broad areas; production and scientific-technical.

Scope of Evaluation

The evaluation plan for Project REAL's first year of implementation includes evaluation questions that are intended to determine the extent to which:

- Project REAL has been implemented in accordance with its proposal.
- Student process objectives and product outcomes have been attained.
- Assurances specified by the United States Office of Education have been achieved.

The evaluation plan was prepared in three parts. Part A of the plan lists evaluative questions related to student outcomes; Part B contains questions about student process objectives; and Part C specifies questions linked to project management tasks. Specifically the format of the plan is as follows:

- Evaluation Questions: A description of the topic or area evaluated in three broad areas:
  Part A - Student Outcome Evaluation Questions
  Part B - Student Process Evaluation Questions
  Part C - Management Process Evaluation Questions
- Data Source: Lists data sources that will be used to provide information about each evaluation question
- Time Data Collected: Data collection time frame by Fall, Winter or Spring.
- Evaluation Design: Specific type of design to be used.
  - Formative
  - Summative
  - Pretest/Posttest; Posttest Only
- Analysis: Describes the type of analysis to be used, such as noun group comparison, analysis of variance or covariance and so on.
- Target Criteria: A description of the criteria or standards to be used to assess whether or not the evaluation question has been answered in the desired direction
- Sample: The sample (or population) or subjects or documents to be analyzed.

The subsequent sections of the Final Report present discussion and tabulation of the results of Project REAL's first annual evaluation. The sections are presented consistent with the major parts of the evaluation design.

SECTION II. PROJECT REAL STUDENT OUTCOME EVALUATION QUESTIONS

Have Project REAL Students Maintained Their Performance Level in the Basic Skill Areas?

The basic premise of Project REAL is that project students will perform in the basic skill areas as well as students enrolled in traditional high school programs. Analysis of the data collected indicates that although student performance fluctuated in some basic skill area, their overall performance was maintained.

The California Test of Basic Skills (CTBS) was administered to all project students using a pretest-posttest design. Assessment of student achievement was determined using the CTBS norming sample as the comparison group. Mean scores, percentiles and normalized curve equivalents were computed for each of the basic skill areas measured and are displayed in tables 1 through 6. The tables are broken-out by eleventh and twelfth grade students, however, the data were pooled across the three high schools participating in the project because of the small number of students involved.

As shown in the following sets of tables, student achievement declined the most in reading and social studies with the greatest apparent increase in mathematics.

Table 1

Results of CTBS Analysis - Reading

	11th Grade		12th Grade	
	Pre	Post	Pre	Post
Mean	62.99	59.97	69.36	68.28
Standard Deviation	12.33	10.48	14.7	16.3
Percentile	63	53	66	61
Normalized Curve Equivalent	59	51.6	58.7	55.9
Normalized Curve Equivalent Gain	-5.4		-2.8	
N	17		17	

Table 2

Results of CTBS Analysis - Language

	11th Grade		12th Grade	
	Pre	Post	Pre	Post
Mean	61.94	62.46	68.83	69.25
Standard Deviation	10.28	8.99	14.41	12.76
Percentile	56	56	68	69
Normalized Curve Equivalent	53.2	53.2	59.9	60.4
Normalized Curve Equivalent Gain	—		+0.5	
N	17		17	

Table 3

Results of CTBS Analysis - Mathematics

	11th Grade		12th Grade	
	Pre	Post	Pre	Post
Mean	67.58	72.36	71.71	76.19
Standard Deviation	21.57	18.72	16.23	16.29
Percentile	54	57	49	54
Normalized Curve Equivalent	52.1	53.7	49.5	52.1
Normalized Curve Equivalent Gain	+1.6		+2.6	
N	17		17	

Table 4

Results of CTBS Analysis - Reference Skills

	11th Grade		12th Grade	
	Pre	Post	Pre	Post
Mean	15.25	14.48	16.06	15.58
Standard Deviation	4.38	4.76	4.72	4.14
Percentile	59	56	59	57
Normalized Curve Equivalent	54.8	53.2	54.8	53.7
Normalized Curve Equivalent Gain	-1.6		-1.1	
N	17		17	

Table 5

Results of CTBS Analysis - Science

	11th Grade		12th Grade	
	Pre	Post	Pre	Post
Mean	26.66	27.56	27.83	26.77
Standard Deviation	6.03	7.32	4.43	6.35
Percentile	67	71	66	60
Normalized Curve Equivalent	59.3	61.7	58.7	55.3
Normalized Curve Equivalent Gain	+2.4		-3.4	
N	17		17	

Table 6

Results of CTBS Analysis - Social Studies

	11th Grade		12th Grade	
	Pre	Post	Pre	Post
Mean	38.8	28.9	30	28.01
Standard Deviation	5.5	6.59	8.73	6.45
Percentile	68	66	63	55
Normalized Curve Equivalent	59.9	58.7	57	52.6
Normalized Curve Equivalent Gain	-1.2		-4.4	
N	17		17	

A commonly accepted criteria for estimating meaningful NCE gains is a gain (either positive or negative) or 7 points or more. In no instance did Project REAL students increase or decrease 7 or more points in any of the basic skill areas.

Have Project REAL Students Increased Their Job Knowledge?

Project REAL students' knowledge of jobs as measured by the Assessment of Career Development (ACD) test did not increase significantly. A pretest-posttest design utilizing a comparison group of students from Newark High School (N=66) was employed. Although Project REAL students job knowledge tended to increase, comparable increases were obtained for the comparison group. One plausible explanation may be that the content coverage on the ACD was not comparable to individual student job explorations conducted as part of Project REAL. Another explanation may be that job knowledge is influenced as a consequence of student maturation.

Mean scores, standard durations and N's for Project REAL and comparison students for the eleventh and twelfth grades on the ACD Job Knowledge test is found in Table 7.

Table 7

Results of Assessment of Career Development Test - Job Knowledge

	11th Grade	12th Grade	Unweighted Means	Gain
Project REAL - Pre				
Mean	55.53	54.77	55.13	
Standard Deviation	6.54	6.81		
N	17	13		0.83
Project REAL - Post				
Mean	57.53	54.38	55.96	
Standard Deviation	6.45	6.72		
N	17	13		
Comparison - Pre				
Mean	57.40	57.14	57.27	
Standard Deviation	4.55	6.07		
N	30	36		1.73
Comparison - Post				
Mean	59.70	58.50	59.00	
Standard Deviation	5.35	6.29		
N	30	37		
Unweighted Means - Pre	56.47	55.95	56.21	
Post	58.62	56.44	57.53	

Table 8 displays an unweighted means analysis of variance for posttest scores adjusted for pretest scores. The data indicate a lack of statistically significant difference between Project REAL students and the comparison group. Also, there was no significant interaction between Project REAL students and the comparison group and grade level. There was however, a statistically significant difference between grades eleven and twelve.

Table 8

Unweighted Means Analysis of Variance for Job Knowledge Posttest Adjusted for Covariates

Source	Sum of Squares	DF	Mean Square	F-Test	Significance
Project REAL/Comparison	41.72	1	41.72	2.639	p = 0.108
Grade: 11/12	63.23	1	63.23	4.000*	p = 0.049
Project REAL/Comparison X Grade: 11/12	12.15	1	12.15	0.769	p = 0.383
Covariates	1986.07	1	1986.07	125.634***	0.001
Unit	1438.56	91	15.81		

Although there were differences on mean pretest scores between Project REAL students and the comparison group, when these differences were accounted for there was no significant difference on mean posttest scores.

Have Project REAL Students Increased Their Knowledge of Career Decision Making?

Project REAL students knowledge of career decision making as measured by the ACD test did not increase significantly. Comparison of pretest-posttest mean scores for Project REAL students yielded no significant difference. Analysis of pretest-posttest mean scores between Project REAL students and the comparison group also revealed no statistically significant difference. Mean scores, standard deviations and Ns for Project REAL students and comparison students for the eleventh and twelfth grades on the ACD Career Decision Making Knowledge test is shown in Table 9.

Table 9

Results of Assessment of Career Development Test -
Career Decision Making Knowledge

	11th Grade	12th Grade	Unweighted Means
Project REAL - Pre			
Mean	29.56	28.00	28.79
Standard Deviation	4.61	5.29	
N	17	13	
Project REAL - Post			
Mean	28.82	27.15	28.09
Standard Deviation	4.92	4.43	
N	17	13	
Comparison - Pre			
Mean	26.77	26.22	26.49
Standard Deviation	3.01	5.40	
N	30	36	
Comparison - Post			
Mean	26.80	27.47	27.14
Standard Deviation	4.45	3.44	
N	30	36	
Unweighted Means - Pre	28.18	27.11	27.64
Post	27.81	28.31	28.06

Table 10 shows an unweighted means analysis of variance for posttest scores adjusted for pretest scores. The data indicate no statistically significant difference between Project REAL students and the comparison group nor between grades. Also, there was no significant interaction between Project REAL students and the comparison group and grade level.

Table 10

Unweighted Means Analysis of Variance for ACD Career Decision Making Knowledge Adjusted for Covariates

Source	Sum of Squares	DF	Mean Square	F-test	Significance
Project REAL/Comparison	15.45	1	15.45	1.11	$p = 0.296$
Grade: 11/12	17.94	1	17.94	1.29	$p = 0.260$
Project REAL/Comparison X Grade 11/12	0.04	1	0.04	0.003	$p > 0.500$
Covariates	339.43	1	339.43	24.312***	$p < 0.001$
Unit	1270.51	91	13.96		

When differences between mean pretest scores for Project REAL students and the comparison group were accounted for, there was no significant difference on mean posttest scores.

Have Project REAL students demonstrated successful completion of at least seven competencies?

Project REAL requires students to complete at least seven competencies designed to equip students with "survival skills" needed for adult living. Successful attainment of each competency is intended to be certified by a community representative. The required competencies include:

1. transacting business on a credit basis
2. completing federal and state tax returns
3. budgeting time and money effectively
4. operating and maintaining an automobile
5. explaining one's legal rights and responsibilities
6. making appropriate use of public agencies
7. providing adequate insurance for oneself, family and possessions.

Project REAL staff have prepared materials describing the content of each competency, suggested student learning activities, and guidelines for determining competency attainment. Additional revisions to these materials were made by staff in inservice workshops during the summer of 1977.

Examination of the number of competencies completed by students in each of the three high schools participating in the project indicated that the target criteria of seven competencies per student was not achieved. Newark High school students completed six competencies and students in Glasgow and Christiana High Schools completed five competencies apiece. Moreover, interviews with Project REAL staff indicated that competencies were not typically certified by community representatives as originally planned. Instead, competencies were certified by regular classroom teachers and in some cases project staff.

Project staff reported that insufficient time was available for all students to complete at least seven competencies. Project staff also indicated that they were reluctant to use community representatives as certifiers since many of them were already participating in the project as cooperating employers. Nonetheless, the use of school personnel in lieu of community representatives is a significant shift in project plans. The philosophy of the EBCE program, which Project REAL embraces, is rooted in the use of community representatives to provide "real life" learning experiences. The transfering of the role of these representatives to school personnel diminishes the emphasis on community involvement. However, plans for Project REAL's second year of implementation require that at least some competencies will be taught and certified by community representatives.

Conclusions

The findings of the previous section support attainment of one of the four student outcome objectives. Project REAL students overall maintained their standing compared to the national norming sample in the basic skill areas. Although there are some increases and decreases in the basic skill areas, involvement in Project REAL appears not to have had a significant influence on student achievement in these areas. In the areas of job knowledge and career planning knowledge, Project REAL students performance tended to improve a small amount between pretest and posttest administration, however, a comparable increase was also demonstrated by the comparison group. Thus, one cannot attribute Project REAL student performance to project activities themselves.

Project REAL did not attain the target criteria of at least seven competencies completed by each student. Newark High School students completed six competencies each while students in Glasgow and Christiana completed five competencies. Also, regular classroom teachers in each of the three high schools were used in some cases as competency certifiers in lieu of community representatives.

Several issues, however, preclude drawing unequivocal conclusions about the absence of project effect. First, the low level of validity and reliability of instruments in the field of career education works against precise measurement of career education attributes. Secondly, because of the time required to gear-up for the project, restriction of the pretest-posttest period to less than six months may not have given sufficient time for the project to produce measureable effects. And last, the relatively high mean pretest scores may have had a ceiling effect on mean posttest scores and therefore restricted achievement as measured by the ACD instrument.

Recommendations

The findings suggest that the ACD instrument may not be the most appropriate instrument for use in measuring the growth of career education attibutes. Therefore, it is recommended that an investigation be undertaken to identify an alternate instrument. It is also recommended that strategies be developed and employed to secure community representatives as competency certifiers for school year 1977-78.

SECTION III. PROJECT REAL STUDENT PROCESS EVALUATION QUESTIONS

Have Project REAL Students Been Placed in Community Exploratory and Project Learning Activities?

Project REAL program specifications require that students complete at least three exploratory experiences and five projects. Career exploratory experiences are three-to-five days in length during which time students interact with adult members of the work force in occupations of interest to students. Projects are longer in length, typically spanning three to five weeks, and provide the opportunity for students to study occupations of interest to them in depth. Projects are individualized and incorporate academic as well as occupationally related areas. Both exploratory and project experiences are characterized by direct student contact with the tools, materials and other resources available in community worksites.

The data collected from Christiana, Glasgow and Newark High Schools indicated that students achieved the target criteria set for the completion of exploratory and project experiences. Table 11 displays the number of students attaining the target criteria.

Table 11

Number of Students Attaining Criteria for Completion of Exploratory and Project Activities

Project Sites	Exploratory Experiences	Project Experiences
Christiana HS	10	10
Glasgow HS	5	5
Newark HS	19	19
Totals	34	34

Project REAL students had community experiences in a broad array of jobs or job clusters. Table 12 presents the number of students completing career explorations and projects in each of the following job clusters:

Table 12

Distribution of Project REAL Students in Job Clusters

	Job Cluster	N Students
1.	Agri-Business and Natural Resources	4
2.	Business and Office	18
3.	Communications and Media	10
4.	Construction	5
5.	Consumer and Homemaking Education	4
6.	Environment	3
7.	Fine Arts and Humanities	5
8.	Health	16
9.	Hospitality and Recreation	5
10.	Manufacturing	3
11.	Marine Science	1
12.	Marketing and Distribution	6
13.	Personal Services	18
14.	Public Services	19
15.	Transportation[1]	4

The data in Table 12 indicates that Project REAL students were placed in jobs that were distributed across the U.S. Office of Education's fifteen job clusters.

---

[1] U.S. Office of Education Fifteen Job Clusters

Learning Site Analysis Forms (LSAF's) have been prepared by Project REAL staff for each community work site. LSAF's include a description of the materials, tools, equipment and job tasks students may encounter at each site. LSAF's are used to develop specific site learning objectives that in turn are used in developing student projects.

Review of a representative sample of LSAF's (N=20) indicate that these forms have been completed satisfactorily. Specific job tasks have been delineated; tools, materials and other resources available at the work site identified; and an overall description of the job are included in the LSAF's. In many instances however, LSAF's were completed without face-to-face contact with job representatives. Project staff reported the LSAF's demanded an unreasonable amount of time to complete and that telephone interviews with community representatives were used in lieu of direct contact. Nonetheless, the lack of direct contact with community representatives may influence the degree to which LSAF's reflect job site activities.

In addition to LSAF's, Project REAL has also prepared an Employer's Agreement Form that describes the terms and conditions under which the employer agrees to participate in providing job experiences for students.

Have Project REAL Students Been Awarded Credit toward a High School Diploma for Successful Completion of Program Activities?

The Delaware State Board of education and the Newark School District have established guidelines regarding the award of credit toward a high school diploma for students pursuing alternative secondary educational programs. The State Board of Education and the Newark School District require a minimum of 18 approved credits to be awarded a high school diploma.

> State and district policy provides for: "...the granting of the maximum of three credits toward graduation for a combination of approved and individualized programs which include: independent study projects arranged with appropriate school administrators and staff persons and approved and supervised work experiences in the school and community which meet the educational objectives or special career interests of an individual student."[1]

Nonetheless, all project REAL credits can be applied to the 18 minimum required for graduation, additional credits for Project REAL projects were awarded beyond the 18 credit minimum to insure that each student received appropriate academic credit consistent with the time spent in Project REAL. One-half credit was awarded for each project completed with additional credit awarded for successful completion of career competencies and explorations.

Project REAL staff developed and distributed to students and their parent's guidelines for the award of credit for participation in the project. ETS staff reviewed these guidelines and supportive forms and other documents and monitored there use. Although each of the three project sites have particularized guidelines for awarding credit, there was a high degree of consistency among the sites in applying the guidelines.

Interviews with students in each of the project sites indicated that they felt the guidelines and procedures for awarding credit were reasonable and equitable. Although project staff reported that the guidelines were appropriate, they did say that the process of interpreting projects in terms of the academic area the credit should be granted was a difficult and time consuming task. During the summer of 1977 project staff reviewed the guidelines and made revision where necessary.

---

1. Newark, Delaware, A Proposal for the Implementation of Northwest Regional Educational Laboratories EBCE Model, 1976.

Has Project REAL Implemented Sex-Fair Guidance, Placement, Counseling the Follow-up Services?

Project REAL has prepared a comprehensive plan for dealing with sex bias and sex discrimination issues that relate to the project. The plan includes:

- Staff development activities to familiarize staff with sex bias and sex discrimination issues in career education.
- Strategies and procedures for dealing with these issues on a student level.
- Student process objectives in guidance and counseling.
- Guidelines for the selection of non-textbook materials.
- Guidelines for dealing with controversial instructional materials.
- Checklist for evaluating materials for racial and sex discrimination.

The comprehensive plan for treating sex bias and sex discrimination issues was developed late in the Spring of 1977 and is scheduled for implementation in the school calendar year 1977-78. During the project's first six months of operation specific instruction in the area of sex bias and sex discrimination was provided to students by Project REAL staff on an ad hoc basis.

Project REAL has also developed and implemented a student placement and follow-up system to account for the educational job placement of each student who graduates or leaves the project. Table 13 summarizes student placement and follow-up data across the three project sites.

Table 13

Project REAL Follow-up Information

	Grade 11	Grade 12
Total Number Enrolled in Project REAL	27	25
Graduated -- Enrolled in College	--	10
Graduated -- Placed in Job	--	8
Graduated -- Not placed in Job or College	--	4
Completed program and promoted	11	--
Dropped out of Project REAL and Returned to regular classroom	13	3
Dropped out of school	--	--
Transfered out of District	2	--
Re-enrolled in Project REAL for second-year	1	--

Has Project REAL Implemented a Student Assessment Program?

Project REAL has implemented a student assessment program in the basic skill areas and career development. The California Test of Basic Skills (CTBS) and the Assessment of Career Development (ACD) instrument were administered to all incoming project students. The test results were used by project staff in developing individualized learning plans (i.e. projects) for students. The subtests covered by the CTBS include:

1. Reading
2. Language
3. Mathematics
4. Reference Skills
5. Science
6. Social Studies

Interpretation of test scores for instructional use is based on comparison with the CTBS norming sample. In those instances when students score below the 50 percentile in a particular basic skill area, individual learning plans are prepared to offer students special instruction in this area.

In addition to the use of the CTBS on a pre-entry assessment basis, the results of the CTBS pretest-posttest analysis were also used by Project REAL staff to identify specific parts of the test that students tended to do poorly. An item analysis of the CTBS has been done by Project staff to identify content areas of the test where student achievement was less than anticipated. The results of the item analysis was then used to develop individual learning modules (e.g. computational skills, reading). Plans call for incorporating these modules into student projects during the Project's second year of operation when the results of students pre-assessment indicates low achievement in a specific basic skill area.

The results of the ACD preassessment was used by Project REAL staff primarily as a device to identify students' interests. ACD results and interviews with students conducted by Project staff were used to select career exploratory experience that were of most interest to students. The ACD posttest results were used by staff in a similar counseling manner with students to discuss how interests in careers or occupations may have shifted as the result of participation in Project REAL.

Conclusions:

The findings of this section suggest that Project REAL's student processes (i.e. activities) have been implemented as planned. The data collected indicate that project students have completed the required number of exploratory experiences and project experiences. Also, an analysis of the career explorations and projects indicates that Project REAL students were exposed to a broad array of jobs or job clusters. Learning Site Analysis Forms (LSAF's) have been prepared by Project REAL staff for each community work site. However, in many cases, LSAF's were completed without direct contact with job representatives. This arrangement may have an unknown effect on the extent to which LSAF's reflect job site activities.

Project REAL students have been awarded credit toward a high school diploma in each of the three project high schools in a manner consistent with published guidelines and policies. A comprehensive student assessment program has been implemented and is utilized by project staff in the preparation of individualized student learning experiences. An area in which Project REAL has not proceeded in a way consistent with its stated plans is reviewing project related materials for possible sex-bias. Although, student process objectives have been developed in this area and materials have been selected to review project materials, a systematic set of procedures have not been developed or implemented in this area of concern.

Recommendations

The following recommendations are based on the findings that indicate that improvement is needed in the preparation of LSAF's and in reviewing materials for sex-fairness:

1. LSAF should be developed and prepared incorporating direct contact with employer representatives.
2. A set of procedures should be developed and implemented for systematically reviewing all project related materials for sex-fairness.

SECTION IV. PROJECT REAL MANAGEMENT PROCESS QUESTIONS

Has an Overall Project Management Plan Been Developed and Implemented?

The director of Project REAL has prepared and implemented a management plan that includes the following elements:

- Goal Statements: A description of the broad goals of Project REAL.
- Objectives: A description of the objectives related to each of the broad goal statements.
- Activities: A description of the activities designed to accomplish the stated goals and objectives.
- Completion Dates: The planned completion dates for accomplishing each of the stated goals and objectives.
- Resource Allocation: A description of the human and financial resources allocated to each of the goal and objective areas.
- Person(s) Responsible: The name(s) of the person(s) responsible for undertaking project activities.

Analysis and review of the management plan indicates that project goals and objectives have been linked to proposed project activities, start and completion dates have been established for each of these activities, and financial and human resources have been referenced to each of the project activities.

Has Parental Approval for Participation in Project REAL and the Third-Party Evaluation Been Collected for Each Student in the Project?

Parents of students expressing an interest in participating in Project REAL were informed concerning the requirement for prior parental approval for students by mail and during an orientation session. A checklist procedure was developed and implemented by the project's staff to insure that parental approval was secured prior to student participation.

Student folders were prepared that contained the following forms: parental permission, insurance, accident, and transportation. An ETS representative examined each student's folder early in the Fall of 1976 and found that a signed parental permission form and other necessary forms were present for all Project REAL students. Further examination of the dates of the parental form revealed that permission had been granted by parents prior to student involvement in the project.

Have Provisions Been Implemented to Guarantee the Safety and General Well Being of Project REAL Students?

Insurance protection for Project REAL students was provided through student participation in the Newark School District's insurance plan or through individual family coverage. Students utilizing private vehicles for transportation to and from school and community work sites were also required to demonstrate adequate insurance protection of himself/herself, the vehicle and passengers. Students transported on District owned and operated vehicles were covered through the District's insurance plan. Also, liability insurance protection for employers involved in Project REAL was provided by the District. Examination of student folders indicated that all of the students were enrolled in either the District's or their family's insurance program.

Project REAL on-site employer work activities were of the non-paid variety and were designed to be in compliance with the child labor provision of the Fair Standards Act. Also, a copy of Project REAL's proposal was submitted to the Area Director of the Department of Labor to inform the Director of Newark's intentions in implementing Project REAL.

What Was the Nature of Project REAL Staff Development Activities?

A variety of staff development activities were organized by Project REAL's director. These include such activities as:

1. The Newark School District's subject area supervisors (N=10) attended a half-day orientation session about Project REAL in September of 1977. The session was conducted by Project REAL's director and covered topics such as the philosophy, goals and objectives of Project REAL, the relationship between Project REAL and other district curriculum offerings and unique and special arrangements that were necessary to implement the project in the district.
2. Project REAL's staff (N=6) attended a one week training session conducted by Mr. H. Ferhenbacher, a representative of North West Regional Educational Laboratory. The training session covered a variety of subjects including recruitment of students, use of project forms and other materials, student assessment, identification and selection of employer work sites and numerous others administrative and instructional aspects of the project.
3. ETS staff conducted a one day workshop for Project REAL staff early in the Fall of 1976 that dealt with the role of the third-party evaluator and student assessment. ETS's evaluation design was presented and discussed with the staff, as well as the staff's role in administering the pre and posttests and other data collection activities.

4. During the period of September to December 1976 the staff of Project REAL developed specific project materials and recruited students and employer sites necessary for implementing the program in January of 1977.
5. Project REAL staff attended bi-monthly staff meetings from January to June 1977. These meetings were held primarily to resolve daily operational problems effecting the implementation of Project REAL.
6. During the Summer of 1977 Project REAL's staff revised the following materials: basic skills competencies, operational manuals and guidelines, and a wide-variety of miscellaneous project forms.

Each of Project REAL's staff worked approximately seventy hours during the summer months on project related activities. While project staff were involved in revising materials the project's director prepared a comprehensive staff development plan, including statements of objectives and activities, for implementation in the project's second year of operation.

Has the Necessary Project Staff Been Employed in Keeping with the Project's Proposal?

The following personnel have been employed and are present at each of the three Project REAL sites: one learning manager, one community coordinator and one clerical assistant. A full-time project director has also been employed and is located in Newark School District's central office. Each of the staff has been provided with a job description listing the appropriate tasks, roles and responsibilities. A personnel review procedure has been implemented to ensure periodic evaluation of all Project REAL personnel.

Has a Project REAL Advisory Board Been Established?

The Newark School District has maintained for the past four years an external career education advisory council that was established as part of the district's involvement in the Career Educational Instructional Systems Project. The council meets monthly and its membership includes representatives of business, industry, state and local governments, state education agencies, and a variety of professions as well. The purpose of the council is to advise the superintendent on broad areas of concern in the field of career education and to establish a basis for community support. Because the council continues to meet on a regular basis a decision was made in early September, 1976 to form a subcommittee or task force of the council as an advisory board to Project REAL.

The Project REAL Advisory Board meets every other month and assists the project director in program planning, establishing community relations and shaping Project REAL policies. Agendas are published 5 days prior to board meetings and minutes are prepared and distributed following each meeting. Minutes of each board meeting are included in Project REAL quarterly reports.

To What Extent Was Project REAL Implemented as Planned?

Learning Centers: Learning centers have been established as planned in each of the three Project REAL sites. These centers are located in classrooms and have sufficient desks, file cabinets, audio-visual, duplicating equipment and other materials and supplies to function as a self-contained unit. A single Classroom in Christiana and Glasgow High Schools has been designated as a Project REAL learning center. However, due to increased enrollment in Project REAL in Newark High School next year (i.e. 1977-78) three classrooms have been set aside for Project REAL's use.

Transportation: Transportation of Project REAL students to and from worksites appears to have not been a significant problem. Unlike other experience-based career education projects, Project REAL requires that students make arrangements for their own transportation. However, although staff and students did not report this as a problem, it may be a self-limiting mechanism that prevents expansion of Project REAL in those instances where public or private transportation may not be available to some students wishing to enroll in the project.

Community Work Sites: The staff of Project REAL have identified in excess of 90 community work sites. The work experiences found in these sites represent a broad array of jobs and job clusters spanning the 15 job clusters classified by USOE.[1] ETS interviewed a representative sample of five employers who participated in the project during the Spring of 1977. The employers interviewed uniformly had positive reactions to Project REAL, expressed an interest in continuing their involvement in the project and thought that Project REAL provided students with first hand experience of demands in an employment setting.

Project REAL Site Characteristics

ETS administered the Implementation Site Essential Characteristics Checklist prepared by NWREL's experience-based career education staff to assess Project REAL's site characteristics. The findings of the Checklist indicate that Project REAL:

- provided individualized instruction to students
- utilized community resources as a basis for instruction
- built on career related activities of adult members of the work force
- represented a comprehensive and integrated educational program
- focused primarily on the career development of students

---

[1] Refer to page 19 for a list of student work experiences in each of the 15 job clusters.

Comparison between these broad findings and Project REAL's first year proposal and its management plan indicate that Project REAL exhibits the essential characteristics of an experience-based career education project. The completed Implementation Site Essential Characteristics Checklist is contained in Appendix A.

Conclusions:

Examination of the management process evaluation findings indicate that Project REAL has been implemented as planned during its first year of operation. In brief, an overall project management plan has been prepared and implemented, parental permission has been secured for students participating in the project and provisions have been made to provide for the general safety and well being of students. Project staff have been employed consistent with the project's original proposal and a variety of inservice staff development activities have been undertaken this past year. An Advisory Board has been established and functions as a sub-committee of Newark School District's Career Education Advisory Council. Bimonthly board meetings have been held and agenda and minutes of these meetings have been prepared and circulated to council members.

Also, in excess of 90 community work sites have been identified, learning centers have been established at each of the three project sites, and the administration of the Implementation Site Essential Characteristics Checklist indicate that Project REAL exhibits those characteristics considered to be representative of experience-based career education programs.

Recommendations:

Project REAL's first year of implementation has occured without significant problems and was consistent with the project's administration and operational plans and intentions.

Therefore, it is recommended that the project director follow the same procedural steps in preparing and implementing a management plan for Project REAL for its second year of operation.

APPENDIX A

Site Name Project REAL, Newark School District

Respondent Name Dr. Primo Toccafondi

Observer R.G. Wasdyke, Project Evaluator

Date May 3, 1977

Implementation Site Essential Characteristics Checklist

For each area, rate the site on a five-point scale with the anchor points on the scale indicated.

I. EBCE is an Individualized program

A. Ongoing assessment of student needs, interests and abilities in Basic Skills, Life Skills and Career Development

5
- 1 There is no ongoing assessment in two or more of these areas
- ⋮
- 5 Student needs, interests and abilities are continually assessed

B. Participation in assessment

4
- 1 Students play a passive role in the assessment process
- ⋮
- 5 Students play an active and involved role in the assessment process

C. Individual negotiation

4
- 1 All projects are pre-assigned and not subject to negotiation
- ⋮
- 5 All projects allow for negotiation between student and learning manager

D. Integration

4
- 1 There is no formalized, individual assessment and/or accountability
- ⋮
- 5 Individual assessment and accountability are integrated with program learning strategies when learning plans are negotiated

E. Accountability standards ("a set of learning and behavioral expectations for students as members of the EBCE 'community'")

3
- 1 There are few accountability standards
- ⋮
- 5 Accountability standards give the student the necessary flexibility to meet basic program expectations

II. EBCE is a Community-Based program

A. Community input into program planning and operation

5
- 1 No mechanism currently exists
- ⋮
- 5 A systematic mechanism exists for procuring and utilizing community input

301

District career Education Advisory Council

283

B. Role of the program advisory board

4
1 There is no program advisory board
⋮
5 The program advisory board takes an active role in direction of the program by providing program input

C. Community members and student learning

4
1 Community members are not involved in student learning activities
⋮
5 Community members serve as resource instructors and certifiers of student learning

D. Provision for employer instructor training/development activities

Not done
☐
1 There are no employer instructor training/development activities
⋮
5 There are at least four, regularly-scheduled employer instructor training/development activities

III. EBCE is an Experience-Based program and is built from the career activities of adults

A. Mode of learning

4
1 Students are instructed in a passive or school-like mode
⋮
5 Active, realistic lifelike learning activities are provided for all students

B. Student activity

5
1 Students are assigned activities and schedules
⋮
5 Students have the responsibility for budgeting their time and managing their daily activities

C. Utilization of resources

3
1 Secondary resources (textbooks, courses) are given priority
⋮
5 Primary resources (people; institutions, such as libraries and museums; events) are given priority

D. Community learning activities

4
1 Adult activities in the community are not utilized in student learning
⋮
5 Adult activities in the community serve as the primary context for student learning

E. Reference population

1 Adolescent peers and school work are the primary referrent
4 :
5 Adults in the world of work are the primary referrent

F. Community learning potential

1 No analysis is made of the learning potential of the local community
4 :
5 There is systematic analysis that enables staff and students to take full advantage of the learning potential of the local community

IV. EBCE must have its own Identity and must be Comprehensive and Integrated

A. Program requirements and processes

1 Regular high school requirements and processes are used to determine student learning plans
4 :
5 EBCE program requirements and processes determine student learning plans

B. Program completion requirements

1 Program completion requirements are vague, unspecified or not differentiated from the regular high school requirements
4 :
5 Program completion requirements are clearly defined, differentiated from and consistent with program goals and local requirements

C. Curriculum

1 The curriculum structure includes experiences in either one or none of the following areas: basic skills, life skills, career development
4 :
5 The curriculum structure includes experiences in all of the above areas

D. Survival competencies

1 There are no performance-based survival competencies
3 :
5 There are at least ten performance-based survival competencies necessary for coping in life and modern society

E. Interrelatedness of curriculum areas and student learning

1 Disciplines are emphasized separately
4 :
5 Emphasis is on interrelated curriculum areas and this is demonstrated by the student learning activities

V. The EBCE program places a major emphasis on the Career Development of students

A. Types of community learning situations

4

1 There are no employer/community learning sites

⋮

5 Provision is made for different types and levels of learning situations at employer/community sites

B. Emphasis at learning sites

5

1 Students are paid for their contributions on employer/community sites

⋮

5 Students are on employer/community sites for learning about careers, not earning money

C. Career Decision Making

4

1 Students are not encouraged to improve their career decision-making process

⋮

5 Students are required to gather information about themselves and the world of work and apply this information in career decision making

D. Reflections on student experiences

4

1 There are no requirements towards self-evaluation

⋮

5 Students are encouraged to reflect on student experiences and evaluate their own strengths and weaknesses and progress

APPENDIX CC

U.S. Office of Education--Evaluation Team

Evaluation Team Agenda

Office of Education--Evaluation Questions

U.S. Office of Education Performance Report
and Performance Review Participants

UNITED STATES OFFICE OF EDUCATION

EVALUATION TEAM

Mr. Joseph Dzurenda
Senior Program Officer, VTE
U. S. Office of Education
P. O. Box 13716
Philadelphia, PA 19101

Ms. Jeanne Williams
Division of Research and Demonstration
Bureau of Adult and Occupational Education
U. S. Office of Education
Washington, DC 20202

Ms. Shirley H. Jones
Wilmington School District
Wilmington High School
DuPont and Lancaster Road
Wilmington, DE 19807

Mrs. Rachel Schweitzer
Supervisor of Curriculum Development and Research
Department of Public Instruction
John G. Townsend Building
Dover, DE 19901

Mr. James Wilson
Director of Career Education
Washington County Board of Education
c/o Broadway School
Hagerstown, MD 21740

EVALUATION TEAM AGENDA

FIRST DAY
(Tuesday, April 5, 1977)

10:00 - 3:00	Orientation	
10:00 - 10:15	Introduction by Project Director and Evaluation Team Leader	Dr. Thompson Mr. Dzurenda
10:15 - 11:45	Review of NWREL EBCE Model, and materials adapted to Newark School District	Dr. Toccafondi
11:45 - 12:45	Lunch (Luncheon guests will include community cooperators with Project REAL)	Dr. Toccafondi
1:00 - 1:30	Review of Project Management Plan and accomplishments to date	Dr. Toccafondi
1:30 - 2:00	Interaction with appropriate district and school administrators responsible for Project REAL	Mrs. Bartle Mr. Musselman Mr. Wolf Dr. Toccafondi
2:00 - 2:30	Review of status of third-party evaluation of Project REAL	Dr. Wasdyke
2:30 - 4:00	Evaluation Team review of project documents and materials and Evaluation Team planning and assignments	Mr. Dzurenda

EVALUATION TEAM AGENDA

SECOND DAY
(Wednesday, April 6, 1977)

8:15	Meet at District Administration Building	
8:45 - 10:00	Christiana High School	Mr. Wolf Mr. Epler Mr. Savage
10:15 - 11:30	Glasgow High School	Mrs. Bartle Miss Goldstein Miss Smith
11:45 - 12:45	Lunch	
1:00 - 2:15	Newark High School	Mr. Musselman Mr. Hill Mrs. Houck
2:30 - 3:30	Newark District Administration Evaluation Team planning and review	Mr. Dzurenda

* * * * * * * * * * *

THIRD DAY
(Thursday, April 7, 1977)

8:00 - 12:00	Newark District Administration Building - Evaluation Team writing	Mr. Dzurenda
2:00	Report to Newark District Administrators	Mr. Dzurenda Building Administrators

OFFICE OF EDUCATION
EVALUATION QUESTIONS

A. PROGRAM

1. How is credit awarded?
2. How do students interact with the community?
3. Do students have individualized learning plans?
4. How are basic skills and life skills incorporated in the learning plan?
5. How do you monitor a student's program?
6. How are students recruited?
7. How are students selected?
8. How were consultants utilized?

B. COMMUNITY RESOURCES

1. Has an advisory board been established?
2. What is the composition of the advisory board?
3. Has a site recruitment plan been developed?
4. What program input do community resources have?
5. Have site recruitment lists been developed and how were they completed?
6. How are site experiences reviewed by students, staff, and employer instructors?

C. GUIDANCE AND COUNSELING

1. What strategies are used to identify materials containing sex-role stereotyping and sex bias?
2. Are students placed in the community regardless of race and sex?
3. Are men and women in nontraditional work roles identified and utilized?
4. Do the program objectives include objectives on sex fair guidance and decision making?
5. What efforts are being made for proper placement of students upon exit from the program?

D. ADMINISTRATION

1. Has a management been developed and implemented?
2. Have required administrative forms been secured?
3. Have proper program facilities been provided for the learning center?
4. Are appropriate learning materials available to students?
5. Have adequate transportation facilities been provided?
6. What provisions for student insurance have been made?
7. Has the Wage and Hour Division Director been contacted?

8. What provisions are being made for project continuation? (consider costs)
9. Are management plan activities on schedule?
10. Are project activities consistent with project goals and management plan?
11. Have student outcomes been identified?
12. What is the status of dissemination (already and planned)?
13. How does this project apply to other district projects?
14. Personnel activities (How has staff been selected, trained, evaluated)?
    a. Selection
    c. Performance Review
    b. Staff Development
15. Have proper accounting procedures been implemented?
16. What provisions have been made for nonprofit private school participation?
17. What provisions have been made to coordinate project activities with other related projects?

E. EVALUATION

1. Is the management plan clear, concise, and measurable?
2. Has an evaluation been developed which reflects the management plan?
3. Have measurable process objectives been identified?
4. Have control groups been identified?
5. Are validated instruments being used?

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
3535 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19101

June 20, 1977

OFFICE OF EDUCATION

MAILING ADDRESS
P.O. BOX 13716
PHILADELPHIA,
PENNSYLVANIA 19101

Dr. George Kirk
Superintendent
Newark School District
Newark, Delaware 19711

Re: Performance Review Report - Part D Exemplary No. 502AH60038
Grant No. J03-76-00229(502), Newark School District
Newark, Delaware

Dear Dr. Kirk:

A performance review was conducted April 5, 6, 7, 1977 on the above referenced exemplary project funded under Part D, Section 142(c) of the Vocational Education Amendments of 1968. The review is required annually and the observations and recommendations have served as important criteria in the determination of continued funding by the U.S. Office of Education in relationship to this project and also to funding future projects.

You will find attached the official report including recommendations. The report represents the consensus comments of the review team. Please use them to the best advantage in advancing career education in Newark.

On behalf of the evaluation team, I would like to thank you and your staff for the excellent cooperation and hospitality extended to the team throughout the review.

Sincerely yours,

Robert A. Smallwood
Assistant Regional Commissioner
Occupational and Adult Education

Enclosure

cc:
Donald Dunkle
Patricia Stetson
Primo Toccafondi
Sewell Griffith
Joyce Cook
Rachel Schweitzer

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
U.S. OFFICE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA 19101

U.S.O.E. PERFORMANCE REPORT

NEWARK SCHOOL DISTRICT
NEWARK, DELAWARE

U.S.O.E. GRANT NO. J03-76-00229(502)

Title of Project: Relevant Experience for Alternative Learning - (Project REAL)

Dates of Performance Review: April 5,6, and 7, 1977

Review Period: October 1, 1976 through April 5, 1977

I. INTRODUCTION

The purposes of the performance review are to: (1) assess project administrative and management accomplishments, (2) ascertain extent of achievement of goals and objectives for the review period, (3) identify project strengths and weaknesses, and (4) make recommendations for improvement.

II. OVERALL SUMMARY

A. Program

The EBCE project was approved for the Newark School District on October 1, 1976 and the evaluation team appreciates the difficulty of implementing the project in three high schools involving 43 students and staff after the school year had already begun. The administration and staff is to be commended for dealing with program implementation in a most effective manner under difficult circumstances.

B. Community Resources

The development of community resources was enhanced as a result of the rapport established with various sites by a previous career education program within the Newark School District. A significant accomplishment by the Project REAL staff is the recruitment of over 80 sites representative of the 15 career clusters to meet the needs of students participating in the program.

C. Guidance and Counseling

The administration is to be commended for their selection of persons competent in guidance and counseling for the program. The counselors in Project REAL have developed strategies for a highly structured counseling program and have begun incorporating EBCE concepts into their daily activities.

D. Administration

The accomplishments of the project can be credited to the enthusiastic leadership provided by the: school administrators, teachers, Advisory Council, and parents of the students involved. It is the opinion of the evaluation team that the objectives as outlined in the management plan (for 1976-77) have been accomplished on schedule. The review team recognizes the burden placed on the School District in providing its share of administrative planning for the court-ordered desegregation guidelines. Despite that concern requiring school administrators to spend a great amount of their time on court-ordered tasks the administration still implemented the EBCE model project on schedule. The evaluation team suggests that the EBCE model can make a significant contribution to the required desegregation effort.

Recommendations from the Performance Review Report of the Career Education Instructional System on November 17, 18, and 19, 1976, have been accepted and acted upon in a positive manner by the administrators of the Newark School District. The review team was impressed with the District's effort in dissemination activities of the past and current Part D projects.

E. Evaluation

The third party evaluation of the project seems to be proceeding on schedule. The obvious structure of the evaluation plan in conjunction with the program's objectives and management plan allows all project staff and others involved with the program to review the evaluator's progress as well as to anticipate and prepare for forthcoming activities in the project.

III. SPECIFIC PROJECT ACTIVITIES

A. Program

The three high schools have agreed on written published guidelines for awarding credit. Each school has further adapted these guidelines to their own individual setting. The guidelines provide for translating community work experience activities into credit within the traditional academic areas. This permits all credit earned to be counted toward graduation requirements.

Students in the program have the opportunity to spend an average of 15 hours per week in the community. This interaction provides for the satisfying of competency requirements and career explorations. Individual learning projects are written for each student based upon testing information, career explorations, and personal counseling and interviews. Each project combines specific activities and responsibilities dealing with basic academic skills and life role skills provided by the on-site experiences. These individualized projects seem to be an appropriate blend of indepth experiences in the basic skills and the life role skills.

Program monitoring includes the delineation of the school year into calendar monitoring zones and student performance is compared to program expectations during each zone. To insure total program monitoring, an accountability contract is kept in the student's folder. The contract and the status of the expected behavior and levels of accountability are constantly updated and available to the learning manager, community coordinator, the student, parent and administration. Proper attendance procedures have been established and maintained at the schools and experience sites.

Students in all three schools have received project orientation through classroom presentations given by the project staff. Literature was distributed to students and parents concerning the unique components of this program. Following these procedures, applications were accepted and guidelines for selection to the program were established. Student participation in the program represents a broad range of achievement as observed by the evaluation team and confirmed by a report of the third party evaluator.

The utilization of consultants was planned in an efficient manner as Project staff and administrators seemed to be comfortable with the five-day training period conducted in Newark. The training session was planned during a three-day preliminary visit to Newark with the Project Director and consultant from the Northwest Laboratory.

Recommendations

1. Continued efforts should be made to share ideas and staff strengths between the three schools involved in the project. Regular in-house, seminar/workshop settings might provide the appropriate opportunity for increased communications among staff persons.

2. The administration and staff should review the process for awarding academic credit and more specifically the number of courses or in-school credits allowed to the projects participants.

B. Community Resources

Project REAL has an Advisory Council composed of representatives from business, clubs/organizations, government (State and Local) and educators. This council meets bi-monthly and appears to be balanced in terms of male/female representation. Although there is parental representation in the council, there is no parental representation from each of the high schools involved. Also, the team noted that there is no opportunity for students to serve on the Advisory Council.

Students have an important role in the recruitment procedure for employment sites. The utilization of recruiting packets by community coordinators enhances the recruiting procedures. It is well to note that the Fair Labor Standards Act is discussed with employer instructors as part of the monitoring process. The staff, students and employer instructors participating in Project REAL have a positive attitude about the program and are cognizant of the objectives to be met. In addition to developing skills, students are expected to complete projects as part of their evaluation.

There is a great deal of input provided by the Community Resources to the staff and students. Resource persons are involved in assisting students develop learning projects, and certifying identified tasks in various activities.

A file of community resources has been compiled based on the interest of the students. The process of developing community resources appears to be well structured and there is communication among the participating high schools to prevent overuse of community sites. The resources reflect the development of sites related to the 15 career clusters and is supportive of the program.

Recommendations

1. Parental representation from each of the high schools be included on the advisory council.
2. Student representation be included on the advisory council.

C. Guidance and Counseling

The counselors in Project REAL have developed strategies for a structured counseling program and have begun implementing EBCE concepts. Counseling is limited because of the lack of privacy for counselors and students in the classroom setting.

The Project REAL staff deals with the issue of sex-bias and stereotyping by evaluating curriculum materials, identifying non-traditional work roles, placing students in those work roles regardless of race and sex, and having students identify situations where sex-stereotyping exists.

The evaluation team observed that the Project REAL staff is not familiar with the new Vocational Legislation and the anticipated impact that legislation will have on sex bias and sex role stereotyping. The evaluation team is of the opinion that the problem of sex-bias and sex role stereotyping is instilled in the conscience early in the life cycle and a concerted effort must be made in the counseling process to help students become aware of those biases and develop coping skills with which to individually deal with the problem. The new Vocational legislation addresses itself to the elimination of that problem.

Efforts are being made for proper placement of students upon exit from the program. Once a student has made a career decision, the Project REAL staff directs the student to a prescribed educational program, or persons within the school for appropriate placement.

Recommendations

1. Provisions for "privacy when counseling" be made where necessary. (Newark High School has provision for privacy whereas Christiana High School and Glasgow High School do not.)
2. Project REAL staff be provided in-service training relative to sex-bias and sex role stereotyping identification as mandated in the new Vocational Education legislation.

D. Administration

The project staff has developed and implemented a management plan, copies of which were made available to the review team. The staff is to commended for developing a plan which is workable and for keeping the project on schedule. The required administrative forms have been secured; adequate program facilities have been provided; and appropriate learning materials are available to the students. Student insurance is provided either through regular school medical insurance or through private coverage, whichever the parents choose. If private coverage is elected, appropriate documentation with the parents' signatures must be in the students' files. Liability insurance to protect the employer is provided through Newark School District policy which makes the work site a part of the School District for insurance purposes.

The District has planned the project in anticipation of continuing the activities beyond the life of the Federal grant provided student enrollment in each school reaches a minimum of 60. Local and state funds are already being expended in support of project staff. In addition, no special services are being provided through Federal funds which could not be maintained through local support when the project ends.

All teachers expressed a concern over the issue of student transportation to resource sites. It is observed that some students were unable to participate in the program because of the program requirement that the students must provide their own transportation.

The project administrators, with the assistance of the third party evaluator, have identified, through the management plan and as part of the process/product evaluation design, the student outcomes. The review committee reviewed these student outcomes and found them to be acceptable. Dissemination activities are a standard part of the project activities. This was demonstrated by participation of the project director in the teaching of career education graduate courses at the University of Delaware. Further examples of dissemination activities include the sharing of the Northwest Laboratory material with the "OPTION Program" in the District, and making the same materials available to the staff and faculty at the 'Maragert S. Sterck State School for the Hearing Impaired.' Other tentatively planned dissemination activities include seminars and workshops for personnel throughout the State of Delaware.

Personnel activities have been observed by the review team to be succesful as they pertain to the selection of training of persons for the staff. The evaluation team noted that all members have had educational experience and several have varied work experiences that complement the project.

The team was impressed with the coordination of EBCE activities with other projects and programs within the school district. Vocational programs are possible for students who complete the EBCE program in the 11th grade, although the number of available openings and specific programs needed are limited for 12th grade students.

Recommendations

1. The administration consider alternative forms of transportation for students in the project so that no student will be denied participation in the program for lack of transportation.

The administration may wish to request the Advisory Council to undertake the task of investigating and recommending specific alternative forms of transportation.

2. In-service activities be continued to strengthen the career education concept in the Newark School District. Specific planning activities for future in-service support concerning the EBCE project be incorporated into the District's management plan for EBCE.

3. The evaluation team compliments the administration for their foresight to include community resource personnel for in-service activities. The team appreciated the reason(s) why this could not be totally accomplished. However, it is recommended that small group, short-term seminars be developed for their benefit. The advisory council may be the appropriate group to provide the school district with a set of alternatives regarding this recommendation.

4. That further dissemination activities be continued including the district's participation in the development of a State Planning Grant for career education.

E. Evaluation

The process activities relating to the overall operation of Project REAL have been clearly stated in the project management plan. Each project objective has been delineated into specific performance type activities with related timetables.

The third party evaluator provides the District and project administrators routine formative feedback regarding the status of the project activities as these activities relate to the management plan. The team feels that this type of positive interaction between the evaluator and the project staff will enhance the projects ability to accomplish its objectives, and also where necessary, modify its objectives based upon valid information.

A comprehensive evaluation design for Project REAL has been developed by Educational Testing Service, the project's independent evaluator, which provides an indepth scope and sequence of the project's activities, goals and objectives. This design was then reviewed with the Project Director and agreed to by the District's Evaluation Supervisor. The design has been developed in such a way as to translate both project objectives listed in the management plan and criteria listed in the Federal Register into evaluation questions. These questions are categorized as student outcome, student process, and management process evaluation items. The evaluation design also defines the data source, the time for data collection, the item evaluation design, the type of analysis, instrumentation target criteria, and sampling techniques related to each evaluation question. All objectives in the evaluation design, process and outcome, are measurable.

It is anticipated at this time that the student outcome portion of the first year interim report will be submitted to the District by August 15.

Educational Testing Service has reported to the review team that all scheduled activities of the evaluation plan are on target as stated in the District's management plan.

ATTACHMENT A

PERFORMANCE REVIEW PARTICIPANTS

I. Administrative and Supervisory Staff of the Newark School District

  A. Dr. George V. Kirk, Superintendent
  B. Dr. John E. Allen, Deputy Superintendent
  C. Dr. Keith Stapley, Assistant Superintendent
  D. Dr. Loren J. Thompson, Director of Instruction
  E. Dr. John X. Auletto, Director of Student Services
  F. Mr. H. Nelson Freidly, Jr., Director of Secondary Education
  G. Mr. Francis J. Higgins, Supervisor of Occupational Education
  H. Dr. Primo Toccafondi, Coordinator of Career Education

II. Delaware State Department of Public Instruction

  A. Mrs. Rachel Schweitzer, Supervisor of Curriculum Development and Research

III. Lay Representatives

  A. Mr. Blake Wilson, Editor, Newark Weekly Post
  B. Mr. John Lester, Owner, Lester Lumber & Home Center
  C. Captain Fred Herald, Executive Officer, Newark Police Department
  D. Dr. Joanne Strickland, Owner, Child Learning Services
  E. Mr. William Robelen, Personnel Officer, Chrysler Corporation

IV. Independent Evaluator

  A. Dr. Ray Wasdyke, Educational Testing Service

V. Principals and Teachers of Schools Visited

  A. Christiana High School
    1. Mr. Verne Wolf, Associate Principal
    2. Mr. Michael Epler, Learning Manager
    3. Mr. John Savage, Community Coordinator
    4. Mrs. Jewel Cannatelli, Project Aide

  B. Glasgow High School
    1. Mrs. Ann Bartle, Associate Principal
    2. Ms. Peggy Smith, Community Coordinator
    3. Ms. Barbara Goldstein, Learning Manager
    4. Mrs. Paula Turner, Project Aide

  C. Newark High School
    1. Mr. Richard Musselman, Associate Principal
    2. Mr. Wayne Hill, Learning Manager
    3. Mrs. Jacqueline Houck, Community Coordinator
    4. Mrs. Barbara Westog, Project Aide

APPENDIX DD

District REAL Program Budget--First Year

DISTRICT REAL PROGRAM BUDGET
FIRST YEAR

DESCRIPTION	LOCAL FUNDS	OTHER FEDERAL FUNDS	PART D FUNDS	TOTAL
A. Personnel				
Program Administrator	$15,660		$8,340	$24,000
Project Secretary (Grade 6)		$8,000		8.000
Learning Manager (3 @ $16,000)			48,000	48,000
Employer Relations Specialist (3 @ $16,000)	16,000	32,000		48,000
Clerical Aide			6,000	6,000
Consultant (NW Lab)			3,000	3,000
Totals	$31,660	$40,000	$65,340	$137,000
B. Employee Benefits				
Social Security	$1,852	$2,340	$3,647	$7,839
Pension	4,464	5,640	8,790	18,894
Workman's Compensation	126	160	250	536
Blue Cross	1,248	1,872	2,808	5,928
Dentaguard	149	223	335	707
Disability Insurance	70	88	138	296
Life Insurance	48	61	95	204
Totals	$7,957	$10,384	$16,063	$34,404
C. Travel				
Staff Local	$	$	$1,800	$1,800
Staff Conference			600	600
Totals	$	$	$2,400	$2,400

DISTRICT REAL PROGRAM BUDGET - FIRST YEAR (Continued)

DESCRIPTION	LOCAL FUNDS	OTHER FEDERAL FUNDS	PART D FUNDS	TOTAL
D. Supplies and Materials				
Office Supplies	$	$	$ 569	$ 569
Instructional Materials for Learning Centers ($1,000 each)			3,000	3,000
Totals	$	$	$ 3,569	$ 3,569
E. Communications				
Postage	$	$	$ 200	$ 200
Telephone			800	800
Totals	$	$	$ 1,000	$ 1,000
F. Services				
Third Party Evaluation by Educational Testing Services	$	$	$ 7,000	$ 7,000
Production Costs			500	500
Totals	$	$	$ 7,500	$ 7,000
G. Equipment				
Files, A.V. Equipment	$	$	$ 1,000	$ 1,000
Totals	$	$	$ 1,000	$ 1,000
H. Indirect Services				
Indirect Charges (3.66% of $100,532)	$	$	$ 3,660	$ 3,660
Totals	$	$	$ 3,660	$ 3,660
GRAND TOTAL	$39,617	$50,384	$100,532	$190,533

APPENDIX EE

"Implementing a High School Program in EBCE Guidelines for the Building Principal"

Overhead Transparencies for
Presenting Guidelines

IMPLEMENTING A HIGH SCHOOL PROGRAM IN EBCE

GUIDELINES FOR THE BUILDING PRINCIPAL

Richard C. Musselman

Associate Principal
Newark High School
Newark, Delaware

1978

INTRODUCTION

The acronym EBCE stands for a special program called Experience-Based Career Education. The National Institute of Education, in a flyer titled "EBCE--What is it? How does it work? Can it work for you?" describes EBCE as a program that combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised, and evaluated. Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.

In October of 1976 the Newark School District received a grant from the U. S. Office of Education for the purpose of implementing EBCE programs in each of three district high schools. The 1976-77 school year represented the pilot phase of a three-year implementation process. The guidelines presented in this booklet are based on the writer's experiences and therefore represent a building administrator's perspective of the implementation process.

Guidelines have been related to eight implementation activities that merit the careful review of any building administrator who is considering an EBCE program. In the interest of conciseness, the guidelines zero in on key points with a minimum of narrative detail.

CONTRASTING EBCE PROGRAMS

1. Before deciding on a particular EBCE program, become familiar with the various programs developed by four regional educational laboratories. In anticipation of growing interest in EBCE, the National Institute of Education and the four regional laboratories that piloted EBCE programs have developed an EBCE "brokerage" service. Each regional laboratory has staff members who are well versed in all four program models. These "brokers" are available from the four laboratories to help individual districts or schools analyze each of the EBCE models for their local situation. More information on the "brokers" can be secured by contacting any one of the following:

Karen Pfiffer
Appalachia Educational Laboratory (AEL)
P. O. Box 1348
Charleston, West Virginia 25325
(304) 344-8371

Ralph Baker
Far West Laboratory (FWL)
1855 Folsom Street
San Francisco, California 94103
(415) 565-3130

Virginia Thompson
Northwest Regional Educational Laboratory (NWREL)
710 S.W. Second Avenue
Portland, Oregon 97204
(503) 248-6822

Jesse Turner
Research for Better Schools (RBS)
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100

2. When deciding on an EBCE program, identify the primary features and instructional components of the program. The EBCE program implemented at Newark High School was patterned after the program developed by the Northwest Regional Educational Laboratory in Portland, Oregon. It offers students an alternative to the regular program and is open to eleventh- and twelfth-grade students. Primary program components include:

- Competencies - Students study basic survival skills related to the adult world. Competencies include study areas like balancing a checkbook, filing income tax reports, and financing the purchase of a car. Competency information is studied in the school learning center and appropriate community certifiers confirm students' mastery of competencies.
- Exploratory Community Experiences - A student learning experience at a community site which requires no more than three days.
- Journal Communications - A record of written communications between a student and a learning manager (teacher). Communications are confidential and focus on the student's day-to-day experiences in program activities.
- Learning Level Project - An individualized project designed to give a student the direction to make an in-depth study of career options and opportunities at a given community site. Learning level projects require from three to thirteen weeks at a community site.
- Predesigned Projects - Nonindividualized student projects, involving both classroom and community experiences, which may

be done by all or some students. Projects of this kind are used to introduce students to career-related community experiences.

- Seminars - Meetings in which all or some program students meet with one or more community employers to discuss activities and opportunities related to community learning sites.

3. Identify the kinds of students in your school who will benefit from an EBCE program. Remember, an EBCE program is not designed for every student. A program may have great potential, but if it fails to fill student needs, it will not be successful. The intended target students at Newark High School were characterized in one or more of the following ways: (a) students who considered their classwork irrelevant and were therefore poorly motivated; (b) students who disliked the class period regimentation characteristic of regular programs; and (c) students who were eager to explore career options and opportunities in the "working world" of the community.

4. Make your EBCE program provisions as flexible as possible. EBCE programs are based on individualized instruction and offer great flexibility. This flexibility should include the potential for students to take one or two regular courses. Some students will not opt for regular courses, but it will be a provision of critical importance to others. It is also recommended that students have maximum potential to enter and exit from the program. At Newark High School it has been possible to structure the program so that students may participate for two years, one year, or a half year.

PRELIMINARY PLANNING AND ORGANIZING FOR EBCE

1. It is wise to limit student enrollment when starting an EBCE program. There are two primary reasons for this recommendation. First, program teachers will need time to gain experience as learning managers. The time required for teachers to write individualized learning programs will decrease with experience, and an initial overload of students will result in frustration and threaten failure. Secondly, the teacher responsible for arranging student community experiences will need time to identify and develop community learning sites. Once a site is developed, it can be reused with much less input from the teacher. Again, initial start-up time is critical, and an overload of students will weaken the effectiveness of this crucial program provision. Two teachers and a clerical aide will provide sufficient personnel to start a program for 25 students.

2. Two rooms should be available for starting a program. One room should be used as a learning center where students do their in-school work. Up to 40 students can work out of an average size classroom. The second room can be a smaller room and is used as a communications center. Telephones should be installed in this room and the clerical aide works here. Teacher desks and records can also be placed in this room.

3. With the exception of start-up expenses, the cost of operating an EBCE program is quite low. Initial one-time expenditures involve the purchase of tape recorders, cameras, duplicating equipment,

career testing materials, and instructional materials for basic skills development. Primary expenses thereafter are limited to travel and telephone costs, software, and a small budget for instructional materials.

4. Establish procedures to translate all work done in the EBCE program to conventional subject credit and grading records. If a student needs or wishes to earn credit in English, his project work must be designed to emphasize communications skills. Project work can be designed to award credits in many other academic areas as well. Translating program activities to conventional recording procedures accomplishes two important things: (a) records are more easily interpreted and judged for college entrance; and (b) records clearly show that required coursework has been completed, and appropriate credits have been earned for graduation.

SELECTION AND TRAINING OF STAFF

1. A minimum of two professional staff members are needed to start an EBCE program--one learning manager (LM) and one community coordinator (CC). The LM should assume responsibility for: (a) writing individualized learning projects for students, (b) directing students' work on competencies, and (c) supervising and assisting students with all other activities in the learning center. The CC should assume responsibility for: (a) identifying community learning sites, (b) developing learning sites by writing descriptions of possible site experiences, (c) coordinating the placement of students at community sites, and (d) communicating with students and adults at community learning sites. In addition to the two professional staff members, a clerical aide is needed to maintain records, to assist teachers and students in producing materials, and to coordinate telephone communications.

2. When selecting teachers for an EBCE program, the following personal and professional attributes are of particular importance: (a) creative and imaginative, (b) ability and desire to interact openly and naturally with students, (c) potential and desire to work as a team member, and (d) conviction that students learn in many ways in addition to classroom instruction. Also, it is strongly recommended that EBCE teachers be chosen from the ranks of the existing staff. Because of the alternative nature of EBCE, it will surely receive close scrutiny by the regular staff. If the selected EBCE teachers

have already established their professional creditability among the regular staff and students, it will greatly complement the student recruitment process.

3. A formal training workshop should be arranged for teachers starting an EBCE program. Teachers and administrators experienced in EBCE should provide the leadership for workshop experiences. The Northwest Regional Educational Laboratory materials on EBCE should be available to teachers so they can be thoroughly reviewed before the workshop. A week-long summer workshop experience is recommended.

4. Teachers starting an EBCE program need time beyond the training workshop to prepare instructional materials and develop community sites. A period of three full weeks should be the minimum time provided, and a six-week preparation period is recommended. Summer inservice provisions may be the best mechanism for providing for this preparation effort.

GAINING PROGRAM SUPPORT FROM STAFF AND COMMUNITY

1. Before and during program implementation, use the local newspaper, radio, and school publications to inform the community of EBCE. Since the community is the focus of educational experiences in EBCE, the community must be informed of the nature of EBCE. Communications of this kind will greatly complement the efforts of the community coordinator when soliciting assistance from community employers.

2. Carefully explain the nature of EBCE to the regular teaching staff. A procedure that worked well at Newark High School involved a series of presentations. The first presentation was made to department chairpersons. Then a presentation was made to the total staff. This was followed by meetings with work experience coordinators and other interested teachers who wished to hear more about EBCE. If an alternative program like EBCE fails to receive the acceptance and support of the regular staff, the negative feelings of teachers will adversely influence students' confidence in the program.

3. Arrange for a meeting with all guidance counselors to thoroughly explain EBCE. The total potential of EBCE can only be appreciated if one thoroughly understands the nature of student experiences. Since counselors represent the key to guiding students into the most meaningful programs, they merit special consideration when explaining EBCE.

STUDENT RECRUITMENT

1. Student recruitment for EBCE can be effectively done through a series of large and small group presentations followed by individual conferences. A short presentation describing the key features of EBCE should be made to all eligible students. This can be done by using in-school television, the intercom system, or one or more large group meetings. Students desiring to hear more about the program should be invited to smaller group meetings. The Northwest Regional Educational Laboratory slide-tape presentation can be used to help students view EBCE from the perspective of a participating student. Flyers describing EBCE should also be distributed to students attending the small group meetings. Program teachers should schedule individual student conferences with any students who are unsure about entering the program.

2. Ask guidance counselors to identify any prospective students, and send personal invitations to these students to attend a small group meeting.

3. After prospective students are identified, organize a parents' night to explain the program to the parents of interested students. Parents who are unable to attend should be contacted directly by program teachers (phone or personal visit), so they are fully informed of program activities and student commitments.

4. Select EBCE staff members prior to the time that students make their course selections so program teachers can play an active role in recruitment.

STUDENT PRIVILEGES AND RESPONSIBILITIES

1. Program students should be permitted to decide if they want a homeroom of all program students or be assigned to regular homerooms. This is a very important social interaction factor for some students.

2. Program students should adhere to the same school regulations established for other students with the exception of entering and leaving the school at times dictated by community experiences. Special passes should be issued to students to insure this freedom of movement.

3. Allow students to assist in establishing "ground rules" for working in the learning center. A relaxed, but orderly, environment should prevail in the learning center.

WORKING WITH COOPERATING ADULTS IN THE COMMUNITY

1. When requesting involvement of prospective community employers, the community coordinator should not only explain the nature of EBCE, but should also provide a well-organized, written description of the program. When soliciting support at community sites, it is always wise to contact a person at the highest possible management level.

2. The community coordinator should be prepared to explain why EBCE is not in conflict with the Fair Labor Standards Act and the Occupational Safety and Health Act. Prospective employers will be concerned about the status of EBCE students at work sites.

3. Consider inviting community employers to the learning center for seminars and informal discussions of program activities. Fund raising activities by program students may provide sufficient funds to serve light refreshments (coffee, sodas, cookies, donuts, etc.) at such meetings.

4. Before the end of each school year, be certain to solicit the continued involvement of employers for the next school year.

5. Do take time to express appreciation for the involvement of community employers. Try sending Christmas cards made by program students. Also, send thank you letters at the close of each school year. Letters should be signed by program teachers and students who participated at the community sites.

SPECIAL CONCERNS

1. Try to accommodate student transportation needs to the greatest extent possible. All students participating in the Newark High School EBCE program were expected to provide their own transportation to and from community learning sites. Unfortunately, this program requirement did prevent some interested students from participating. The absence of funds made it impossible to provide this service to students.

2. If the learning manager supervises and directs student learning in competencies, he/she should also write the competencies. Also, when writing competencies, it is wise to identify levels of performance. All students who work on a given competency should be expected to demonstrate a basic level of understanding through the completion of a minimum number of activities. Students who wish to work on the competency in greater depth should be guided into additional activities.

3. A 20:1 student-teacher ratio, with students taking an average of two regular classes, can be adequately supported in Delaware schools. Because EBCE programs can qualify for state vocational support, the 20:1 ratio represents a reasonable operating level comparable to other vocationally supported programs. Program teachers must recognize, however, that if students take more than an average of two regular classes, this ratio should be increased. The 25:2 student-teacher ratio recommended for starting an EBCE program is admittedly below this level, but the initial extra staffing support is very important to successful implementation. Recommended staffing support for a

a three-year implementation process is shown below:

Year No.	No. of Students	No. of Teachers	Student-Teacher Ratio
1	25	2	12.5:1
2	40	2.5	16.0:1
3	60	3	20.0:1

The efficient operation of a learning center requires two teachers, but after a year's experience, it is possible for a half-time teacher to meet the responsibilities of a community coordinator for 40 students. There are inherent dangers associated with reduced teacher loads during the phase-in period. The staff will undoubtedly feel overburdened as the student-teacher ratio increases, but they must adjust their instructional procedures so that they can function at a realistic support level. Experiences at Newark High School indicate that teachers can adjust to the pressures, and they have no desire to return to regular classrooms. Most students were also impressed with EBCE and placed great value in the learning experiences offered through the program.

OVERHEAD TRANSPARENCIES
FOR PRESENTING GUIDELINES
WHEN IMPLEMENTING AN EBCE PROGRAM

GUIDELINES FOR IMPLEMENTING AN EBCE PROGRAM

I WHAT IS EBCE

II KEY CHARACTERISTICS OF EBCE

III EBCE AT NEWARK HIGH SCHOOL

CONTRASTING EBCE PROGRAMS

I Programs Developed By Regional Educational Laboratories

II Primary Features and Instructional Components of the NHS Program

- A Competencies
- B Exploratory Community Experiences
- C Journals
- D Learning Level Projects
- E Predesigned Projects
- F Seminars

III Target Students For EBCE

IV Maintaining Flexibility In EBCE

PRELIMINARY PLANNING FOR EBCE

I Control Enrollment When Starting EBCE

II Facilities Needed For EBCE

III Program Costs

A Initial Expenditures
B Projected Yearly Costs

IV Translating EBCE Activities To Regular Records -- Subjects Credits and Grades

SELECTION AND TRAINING OF STAFF

I Minimum Staff Needs

- A Professional
- B Supportive

II Professional Staff Attributes

III Training Experiences For Professional Staff

IV Preparing For Instruction and Development of Community Sites

GAINING PROGRAM SUPPORT

I Informing The Community Of EBCE

II Explaining EBCE To The Regular Staff

III Special Concern For Guidance Counselors

STUDENT RECRUITMENT

I Procedures For Presenting EBCE To Students

II Assistance From Guidance Counselors

III Informing Parents Of EBCE

IV Program Teachers Should Be Active Recruiters

STUDENT PRIVILEGES AND RESPONSIBILITIES

I Social Arrangements For Program Students

II Program Students and School Regulations

III Ground Rules For Working In The Learning Center

WORKING WITH COMMUNITY EMPLOYERS

I Providing Prospective Employers With Information About EBCE

II Fair Labor Standards and Occupational Safety

III Special Meetings With Community Employers

IV Solicit Continued Involvement In EBCE

V Express Appreciation To Community Employers

SPECIAL CONCERNS

I Transportation Arrangements

II Development Of Competencies

III Student-Teacher Ratios And Program Support Levels

- A Initial Support Level
- B 3-Year Implementation Process
- C Functioning At A Realistic Support Level -- 20:1 Student-Teacher Ratio

APPENDIX FF

Observer Assessments

NEWARK HIGH SCHOOL
NEWARK SCHOOL DISTRICT
EAST DELAWARE AVENUE, NEWARK, DELAWARE 19711
SCHOOL OFFICE (302) 731-2151 • GUIDANCE (302) 731-2157

June 8, 1978

Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida 33140

Dear Sir:

I have observed with great interest the development and implementation of our Experienced-Based Career Education model--Project R.E.A.L.--at Newark High School.

In the beginning phase, Richard Musselman and several other staff members from the Newark District visited Portland to see the original concept in operation. From that time to the present, this has been a complete, well organized, well implemented and successful project.

We are coming upon the end of the second school year in Project R.E.A.L. Reactions from the community, from the students themselves, from the faculty members involved, from the remainder of the staff at Newark High School, and from the entire Newark community are generally expressed in terms of high praise for the entire undertaking. My suspicion is that this project has helped to save some of the most capable but disoriented students in our high school. In addition, it has provided a necessary yet previously-lacking senior year experience which stretches far beyond the scope of the normal high school curriculum.

Among the lasting effects emanating from the development and implementation of Project R.E.A.L. at Newark High School should be mentioned the high morale level it has engendered in the staff. I have never seen more enthusiasm generated by any single enterprise. It is appropriate to mention that the business community, the fine arts community, the industrial community, and many other segments of our adult community at large have been so impressed by the work of R.E.A.L. students, the thoroughness of this project, and the degree of excellence which it has fostered that they have offered both flattering testimonials and increasing support.

It is indeed fair for me to say that this particular project is the most successful I have seen developed and implemented in the Newark School District during my four years tenure as principal of Newark High School. Mr. Musselman is to be commended for the thoroughness and dedication with which he has pursued Project R.E.A.L. If you have any reservations about its success or questions about its implementation, I hope you will address them to me at Newark High or call me at (302) 731-2151.

William J. Stockebrand
Principal

CHRISTIANA MIDDLE SCHOOL
NEWARK SCHOOL DISTRICT
SALEM-CHURCH ROAD, NEWARK, DELAWARE 19713

May 18, 1978

Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida

Dear Sir:

I have been asked by Mr. Richard Musselman to serve as an observer through the planning and implementation phases of his practicum entitled "Adapting and Implementing an Experience Based Career Education Model at Newark High School."

My position in the Newark District is coordinator of career education. As coordinator of career education, I have had the opportunity to work very closely with Mr. Musselman during the execution of this practicum. Experience Based Career Education Programs (EBCE) as described in this practicum had been implemented only on a pilot basis nationally when it was introduced into the Newark High School curriculum. Consequently, the intent of this practicum was to attempt to answer questions that primarily were school specific.

It is my distinct pleasure to report to you that under Mr. Musselman's leadership, the national EBCE model selected by this district has been successfully revised and is now an integral part of the high school curriculum. The revisions were made in terms of student needs and in the area of improving previously developed curriculum materials. Most importantly, Mr. Musselman has devised a method to make the EBCE program cost effective and has implemented a strategy to maintain the program without influx of additional monies supplied by the federal grant.

The practicum has been extremely well executed in terms of following the tasks outlined in the proposal, organizing and planning for the accomplishment of each task, and developing alternative strategies where circumstances prevented task accomplishment as planned.

From my perspective, one of the more gratifying results of this practicum is the accompanying guide for implementation of EBCE programs that he has developed. This implementation guide has been developed by a building administrator, written in the language of a building administrator, and deals with concerns - program and logistical - that a building administrator may have to deal with when initiating an EBCE program. I anticipate that in the final analysis this guide will have the most significant impact on district education programs.

If you have any questions regarding my role in this practicum, please do not hesitate to contact me.

Sincerely yours,

Primo V. Toccafondi

Primo V. Toccafondi, Ed.D.
Career Coordinator

PVT/jel

NEWARK SCHOOL DISTRICT
NEWARK, DELAWARE 19711
TELEPHONE 302 731-2000

ADMINISTRATION BUILDING
83 EAST MAIN STREET

June 1, 1978

Director of Practicums
NOVA University
College Avenue
Fort Lauderdale, Florida 33314

Dear Sir:

It is a pleasure to respond to Mr. Richard Musselman's request to review his practicum paper "Adopting and Implementing an Experience Based Career Education Model at Newark High School". My role of District Supervisor of Occupational Education in the Newark District has enabled me to observe and periodically participate in the identification, adoption, implementation, and evaluation of the EBCE model.

The author gave an accurate report of the process employed in the adoption and implementation of their EBCE model. The success of the program at Newark High is testimony to the degree of administrative support and guidance given by the author. His role as the local high school administrator was crucial for the program to be successfully implemented.

His support in selection of key staff, obtaining faculty support, student recruitment, community-employer cooperation and support, and the resolving of many operational concerns was instrumental in the successful establishment of the EBCE program at Newark High. If administrative support such as given by the author could be available at each site where a EBCE program is planned, it would greatly increase the potential for successful implementation.

Sincerely,

Francis J Higgins

Francis J. Higgins
Supervisor of
Occupational Education

FJH:jrw